DOCUMENT RESUME

ED 122 678 HE 007 665

AUTHOR	Correa, Joseph M.
TITLE	Regional Needs and Resources for Postsecondary Education: A Report of the Northern Region Postsecondary Education Group.
INSTITUTION	Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.
SPONS AGENCY	Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.
PUB DATE	Jan 76
NOTE	384p.
EDRS PRICE	MF-$0.83 HC-$20.75 Plus Postage.
DESCRIPTORS	*Adult Education; Adult Students; Bibliographies; Colleges; Community Colleges; Continuing Education Centers; Correspondence Courses; Counseling; *Educational Facilities; *Educational Needs; Equivalency Tests; External Degree Programs; Health Facilities; *Higher Education; Junior Colleges; Libraries; Post Secondary Education; *Regional Planning; Student Characteristics; Surveys; Teachers; Universities
IDENTIFIERS	*New York

ABSTRACT

What are the needs of adults and resources for postsecondary continuing education in the northern New York State region? An overall study, developed to answer this question surveyed: (1) newspapers; (2) educational providers; (3) students; (4) institutions; (5) the general population; (6) educators; (7) librarians and libraries; (8) health care agencies; (9) industries; (10) Fort Drum; (11) performers in the arts; (12) teachers for continuing education courses; (13) counselors of adults; and (14) Head Start parents. Conclusions, recommendations, and a bibliography are included. (KE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED122678

REGIONAL NEEDS AND RESOURCES FOR POSTSECONDARY EDUCATION: A REPORT OF THE NORTHERN REGION POSTSECONDARY EDUCATION GROUP

JOSEPH M. CORREA

STUDY DIRECTOR

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

. . . .

FRITZ H. GRUPE

EXECUTIVE DIRECTOR

ASSOCIATED COLLEGES OF THE ST. LAWRENCE VALLEY
S.U.N.Y. COLLEGE AT POTSDAM
POTSDAM, NEW YORK 13676

JANUARY 1976

HE 007 665

STUDY STAFF

Dr. Joseph M. Correa	Study Director
Ms. Linda Swanson	Research Assistant
Ms. Brenda Bergstrom	Research Assistant
Ms. Harriet Estrin	Counseling Coordinator
Ms. Doris Frazer	Paper on Industrial Survey
Ms. Marcia Wyant	Paper on Rural Women
Ms. Gladys Santo	The Arts in the St. Lawrence Valley
Dr. George J. Nolfi	Consultant

PREFACE

The Northern Region Post-Secondary Continuing Education Group presents this report hoping that the educators of the North Country will use the data presented and the recommendations made to initiate more efficient forms of service to the community. We have conducted a very comprehensive study of the needs of and of resources in the community through several surveys of the general population and various sub-groups. An attempt has also been made to prepare detailed institutional profiles of the colleges in the region. Now it belongs to the community and the educational leaders to trans late the message of the report into action and not allow this report to become another volume to be filed on the library shelves.

Dr. Fritz Grupe, the Executive Director of the Associated Colleges of the St. Lawrence Valley has played a major role in this project by applying for the grants, administering the grants most efficiently and supervising the research study. His efforts to bring together a large group of educators and administrators at the inception of the project, to act as a catalyst for initiating inter-institutional cooperation in the North Country, has to be considered a major by-product of this project.

The limited success of this study is very much due to the cooperation rendered by not only the administrators of the educational institutions but also by leaders in the community and the administrators of several public and private institutions. The enthusiasm and interest of community leaders for improving the delivery systems of the educational institutions is a valuable asset in this community. Without the cooperation and help of these persons this report would not have been possible.

The analysis of facts and the list of recommendations presented will, hopefully, lead to a new look at improving the delivery systems of post-secondary education. The completion of a major study of this kind is just the beginning of a process of implementation through action.

JOSEPH M. CORREA
PROJECT DIRECTOR
NORPCEG

TABLE OF CONTENTS

INTRODUCTION page

CHAPTER 1. BACKGROUND.............................. 1

1.1 STATE PLANS AND OBJECTIVES.................. 1

1.2 LOCAL AND REGIONAL PLANS AND OBJECTIVES...... 5

1.3 RESEARCH METHODOLOGY..........................11

1.4 REGIONAL EFFORTS SINCE THE INCEPTION OF THE PROJECT................................22

CHAPTER 2. CONTINUING EDUCATION.....................24

2.1 BACKGROUND AND PHILOSOPHY.....................24

2.2 DEFINITION OF CONTINUING EDUCATION...........27

CHAPTER 3. THE SETTING (THE NORTHERN REGION).......30

3.1 GEOGRAPHY, TOPOGRAPHY AND CLIMATE............30

3.2 DEMOGRAPHY....................................33

3.3 SOCIO-ECONOMIC ANALYSES.......................41

3.4 EDUCATION.....................................63

CHAPTER 4. SOURCES OF CONTINUING EDUCATION.........66

4.1 NEWSPAPER SURVEY..............................66

4.2 THE PROVIDERS OF ADULT CONTINUING EDUCATION..74

4.3 INDEPENDENT STUFY AND EXTERNAL DEGREES......144

CHAPTER 5. COUNSELING SERVICES.....................155

5.1 COUNSELING FOR ADULT LEARNERS...............155

5.2 REGIONAL SURVEY OF COUNSELING...............157

5.3 THE COUNSELING SERVICE AVAILABLE. CONCLUSIONS DRAWN FROM THE SURVEYS..........159

CHAPTER 6. SURVEY OF CONTINUING EDUCATION STUDENTS..............................162

CHAPTER 7. SURVEY OF POPULATION AND SUB GROUPS......215

7.1 TELEPHONE INTERVIEW..........................215

7.2 SURVEY OF SMALL BUSINESS MANAGEMENT..........233

7.3 THE EDUCATORS...................................240

7.4 HEALTH SERVICES.................................259

7.5 SURVEY OF THE EDUCATIONAL NEEDS OF FORT DRUM...................................272

7.6 SURVEY OF RURAL WOMEN..........................285

7.7 SURVEY OF LIBRARIES AND LIBRARIANS...........311

7.8 INDUSTRIAL SURVEY.............................321

CHAPTER 8. CONCLUSIONS AND RECOMMENDATIONS.........349

BIBLIOGRAPHY...364

CHAPTER 1. BACKGROUND

1.1 STATE PLANS AND OBJECTIVES.................... 1
1.2 LOCAL AND REGIONAL PLANS AND OBJECTIVES....... 5
1.2.1 LOCAL DEVELOPMENTS AND DECISIONS.............. 5
1.2.2 REGIONAL PURPOSES AND OBJECTIVES.............. 8
1.3 RESEARCH METHODOLOGY..........................11
1.3.1 NEWSPAPER SURVEY..............................11
1.3.2 THE PROVIDERS.................................12
1.3.2.1 Registration Data and Other Written Forms.....12
1.3.2.2 Student Questionnaires........................13
1.3.2.3 Interviews....................................13
1.3.2.4 Review of Institutional Literature............13
1.3.3 SOCIO-ECONOMIC ANALYSIS.......................14
1.3.4 TELEPHONE SURVEY OF GENERAL POPULATION........14
1.3.5 SURVEY OF EDUCATORS...........................16
1.3.6 SURVEY OF LIBRARIES AND LIBRARIANS............16
1.3.7 HEALTH CARE AGENCIES..........................17
1.3.8 SURVEY OF INDUSTRIES..........................17
1.3.9 SURVEY OF FORT DRUM...........................18
1.3.10 INVENTORY OF PERFORMERS IN THE ARTS...........19
1.3.11 INVENTORY OF TEACHERS FOR CONTINUING EDUCATION COURSES.......................................20
1.3.12 SURVEY OF COUNSELORS OF ADULTS................20
1.3.13 SURVEY OF HEAD START PARENTS..................20
1.3.14 AVAILABLE DATA................................21
1.4 REGIONAL EFFORTS SINCE THE INCEPTION OF THE PROJECT.......................................22

INTRODUCTION

CHAPTER 1. BACKGROUND

1.1 STATE PLANS AND OBJECTIVES

Prior to 1971, those who were involved in administering the Higher Education Act, Title I, began to realize that they lacked adequate knowledge and information about needs of adults and resources for postsecondary continuing education. They needed a more comprehensive system to effectively set up yearly priorities for the statewide programs. In addition, they were given directives from both the U.S.O.E. and the Regents, to mesh Federal and State priorities in all programs operating under their joint aegis. The governor then directed all state agencies to regionalize their planning and program activities to make more efficient and effective state government operations. As a result, the Board of Regents created 8 postsecondary education regions in the state.

In 1972, the H.E.A. I staff, with consent of the State Advisory Council on Postsecondary Continuing Education, the Regents, and the U.S.O.E., adopted as one of two priorities for the statewide program, that of encouraging regional projects in postsecondary continuing education to provide information on (1) needs/demands of adults in postsecondary continuing education, and (2) resources available from postsecondary continuing education providers.

H.E.A. I staff developed eight analytical questions to serve as a guide to these regional efforts.

Suggested Analytical Questions to be Addressed by Regional Projects Under H.E.A. I

1. What is the nature and extent of educational needs/demands of adults? (Both actual and potential students).
2. What difficulties (barriers) are being encountered in attempting the satisfaction of such educational needs? Financial? Administrative? Legislative?
3. Who is affected specifically?
4. Where are these people located?
5. What programs/courses are presently offered to address adult needs/demands, by whom and where?
6. How are such programs presently funded?
7. What programs are needed and where?
8. How might needed programs be financed?

These questions were to be addressed to postsecondary continuing education providers as their efforts relate to both actual and potential adult part-time students. It has since been suggested that Census categories of adults be used to make information-gathering and analysis easier and the data gathered more valid, compatible, and reliable. Seven categories of providers were to be queried on resources available.

Suggested Categories of Providers to be Surveyed by Regional Projects Under H.E.A. I

1. Degree-granting postsecondary providers
2. Proprietary organizations
3. Vocational, Secondary, and BOCES
4. Civic, Social, and Cultural Organizations
5. Business and Industry
6. Labor
7. Government and Public Agencies

In order to address more specifically the 8 analytical questions above, 17 categories of data were suggested to the regions. Discussions with regional project directors led to common agreement by June of 1974 that, given the fiscal and other constraints of the H.E.A. I effort, projects would be required to report on only 4 of these 17 categories of data; i.e., enrollment, guidance/counseling, curriculum, and financing. Project directors agreed to report on the other 13 categories as time, money and interest permitted.

Following agreement on the above-mentioned 4 categories of information on which all projects would report, each of these categories was then broken down into specific data elements.

Specific Data Elements to be Gathered on Four Data Categories by Regional Projects Under H.E.A. I

Enrollments: All Part-Time Students

1. Fall 1973 enrollment figures to be used.
2. Headcount figures for courses and programs.
3. Degree-credit, non-degree-credit, non-credit.
4. Special categories of students (not exclusive):

  - a) Armed forces personnel
  - b) Veterans
  - c) Prison inmates
5. Data to be provided, if possible, by categories of:
  - a) Sex
  - b) Undergraduate/graduate
  - c) Public/non-public
  - d) Two-year, 4-year, university level

Guidance/Counseling/Advising:

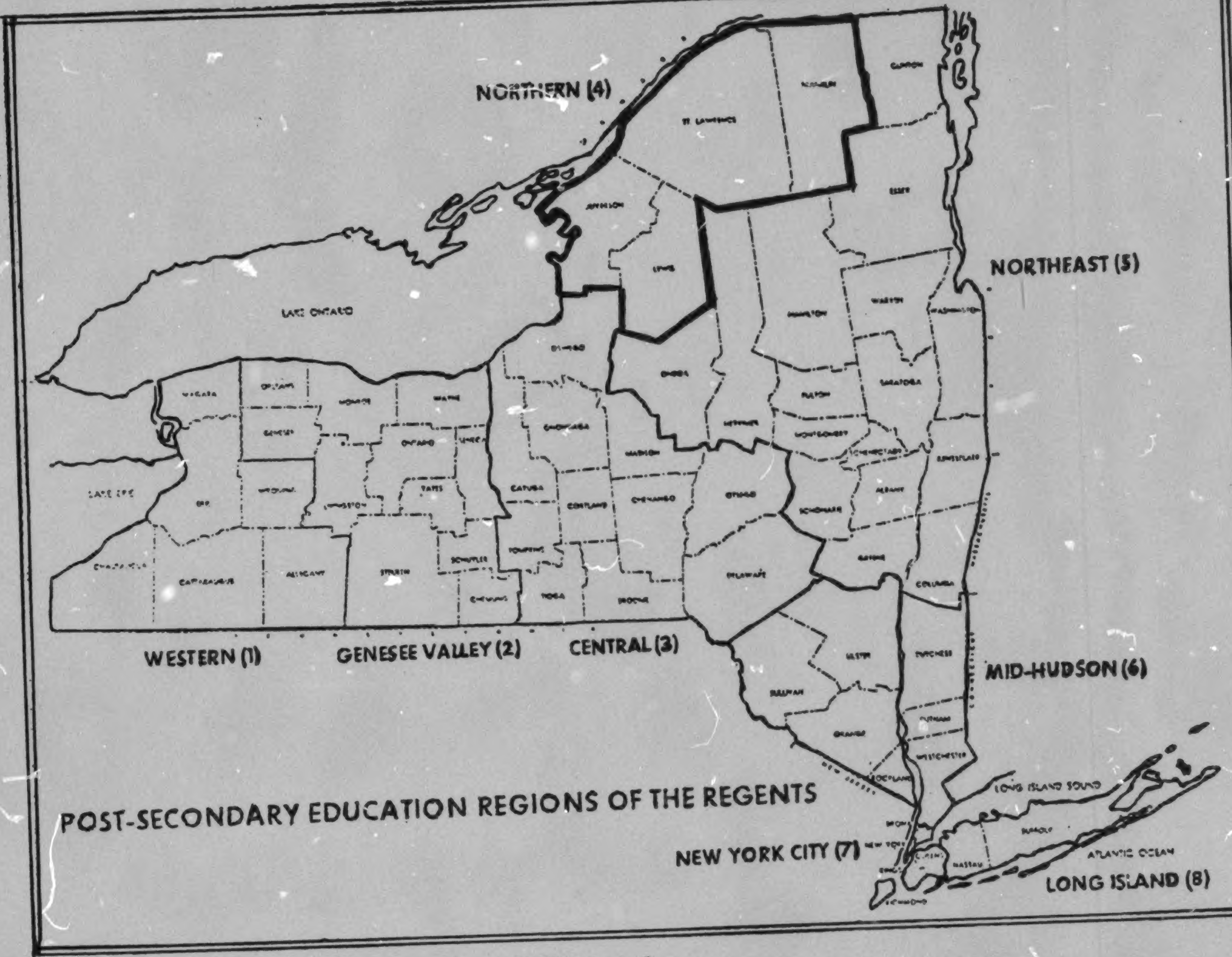
1. Availability from provider
2. Type of service available
  - a) Academic advising
  - b) Personal/social counseling
  - c) Career counseling
  - d) Placement
  - e) Testing services
3. Conditions under which services are available
4. Couselor/student ratio
5. Who counsels part-time students? (e.g., qualifications, background, etc.)

Financing:

1. Range (minimum and maximum) of tuition/fees charged per instructional/credit hour per student per institution
2. Types and extent of use of any student aid available to part-time students

Curriculum: Use of Cornell Taxonomy

1. By institution
2. Of credit and non-credit courses


NORTHERN (4)
NORTHEAST (5)
MID-HUDSON (6)
WESTERN (1)
GENESEE VALLEY (2)
CENTRAL (3)
NEW YORK CITY (7)
LONG ISLAND (8)
LAKE ONTARIO
LAKE ERIE
ST. LAWRENCE
FRANKLIN
CLINTON
ESSEX
JEFFERSON
LEWIS
HAMILTON
WARREN
WASHINGTON
OSWEGO
ONEIDA
SARATOGA
FULTON
HERKIMER
MONTGOMERY
SCHENECTADY
RENSSELAER
NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ONTARIO
SENECA
ONONDAGA
MADISON
WYOMING
LIVINGSTON
YATES
CAYUGA
CORTLAND
CHENANGO
OTSEGO
SCHOHARIE
ALBANY
ERIE
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
SCHUYLER
CHEMUNG
TOMPKINS
TIOGA
BROOME
DELAWARE
GREENE
COLUMBIA
ULSTER
DUTCHESS
SULLIVAN
ORANGE
PUTNAM
WESTCHESTER
ROCKLAND
NEW JERSEY
BRONX
NEW YORK
QUEENS
NASSAU
SUFFOLK
RICHMOND
LONG ISLAND SOUND
ATLANTIC OCEAN

POST-SECONDARY EDUCATION REGIONS OF THE REGENTS

CHART 1.1.1

At the present time, six such projects have been funded and are in operation, with the remaining two regions scheduled for funding in FY 1975. The Northern Region Project was the fourth to get underway with initial funding provided in 1974.

1.2 LOCAL AND REGIONAL PLANS AND OBJECTIVES

1.2.1 LOCAL DEVELOPMENTS AND DECISIONS

The "Northern Region" as defined by the State Education Department consists of Franklin, Lewis, Jefferson and St. Lawrence counties. This area is also a recurring planning unit for many agencies that function on a regional basis. It is used, for instance, by the Black River-St. Lawrence Economic Development Commission, the Black River-St. Lawrence Regional Planning Board, the Arts and Humanities Council of the St. Lawrence Valley and the North Country Committee on Areawide Health Planning. Geographic boundaries, topographic factors, highways, industrial and mining concentrations, and demographic factors also make this a natural region for planning purposes.

Although the Northern Region includes nine colleges and universities, the problem of providing delivery systems for continuing postsecondary education appropriate for this area, has been a serious one. Despite a fairly good level of inter-college communications and interaction on specific activities, no generalized planning and development effort for the entire region has been undertaken to date. While linkages tying individual colleges with community organizations had been formed, no regional linkage systems had been created to improve the entire range of post-secondary education through the optimal utilization of resources among the agencies.

In keeping with the objectives of the State Education Department, it seemed the best way to improve the delivery system for postsecondary education was to develop a comprehensive regional plan. The regional effort was mainly aimed at the problem. "How can an improved regional system for postsecondary education be instituted that enables statewide and regional agencies, and individual institutions to meet the unique needs of the entire adult population in the Northern Region?"

Clarkson College of Technology, in cooperation with the Associated Colleges of the St. Lawrence Valley, and another eight colleges within the four-county region Mater Dei, North Country Community College, Wadhams Hall College, Jefferson Community College, Paul Smith's College, St. Lawrence University, State University Agricultural and Technical College at Canton (SUNY A.T.C.), State University College of Arts and Science at Potsdam (SUCP, Potsdam)] and the BOCES agreed to undertake a two-year effort to address the concerns expressed under Priority II of Program Impact--the Statewide Plan for Continuing Higher Education under Title I of the Higher Education Act of 1965.

The process leading up to the submission of a proposal was begun by the Executive Director of the Associated Colleges who informally contacted several colleges in the region to determine whether a joint effort was feasible. A draft of a letter of intent was discussed by representatives of the four colleges to the Consortium and was subsequently revised: This letter of intent was distributed to the presidents of the remaining five colleges in the region to determine if they were interested in having their institutions participate in such a program. As a result, five additional colleges responded affirmatively.

Following additional informal contacts by mail and telephone, and following the acceptance of the letter of intent by the state agency, a joint planning meeting was held on November 12, 1973, to carry forward the planning to a higher level of detail. The group was assisted by Mr. Francis U. Macy of the Syracuse University Regional Learning Service. A working proposal was prepared, and a follow-up meeting was held on December 17, 1973 to finalize the details for implementing the program.

Inherent in the acceptance of the statewide objectives noted above, was the desire of the participating institutions to provide adequate opportunities for the continuing postsecondary education of the adult population of the Northern Region, with maximum economy compatible with the maintenance of quality and with optimum utilization of the facilities and expertise of these institutions.

Under this program, a regional postsecondary education council consisting of:

Ms. Gladys Santo
Arts & Humanities Council of the St. Lawrence Valley

Mr. Arthur C. Mengel
Black River-St. Lawrence Economic Planning Board

Mr. Fred Aufschlager
Black River-St. Lawrence Regional Planning Board

Mr. Alan Thomas
Brick Layers Union

Mr. Edward McHugh
Clarkson College

Ms. Doris Frazer
Clarkson College

Ms. Carolyn Weiss
Lewis County Opportunities, Inc.

Mr. Robert Wright
Education Consortium of Health Care Agencies

Mr. William Andrews
Franklin County Cooperative Extension

Mr. D. Rene Valentine
Jefferson County Office for the Aging

Sister Mary Christine
Mater Dei College

Mr. Dennis Riker
North Country Committee on Areawide Health Planning

Dr. Dwight Milne
North Country Community College

Dr. Robert K. Throop
North Country School Study Council

Mr. Richard Kimball
North Country 3 Rs Council

Mr. Merle Maxson
Northwest Technology Center

Mr. Michael McCaul
Paul Smith's College

Dr. James Van Ness
St. Lawrence University

Mr. William Fournier
SUNY A.T.C.

Dr. Robert E. Johnson
S.U.C.P.

Ms. Elsa M. Luksich/Mr. Darrell Cathers
Manpower Administration

Fr. Roger McGuinness
Wadhams Hall Seminary College

The group agreed to undertake the two-year effort to address the concerns expressed under Priority II of Program

Impact. The effort was to be closely identified with the intent of the New York State Education Department to provide a

> . . . systematic development of regional approaches to post-secondary continuing education by (a) generating data as a basis for sound planning, (b) inventorying extant programs, (c) structuring counseling, guidance, and referral systems, (d) developing means of supporting and evaluating new programs, and (e) formulating a comprehensive master plan for post-secondary continuing education.

1.2.2 REGIONAL PURPOSES AND OBJECTIVES

In accepting the grant, the main objective intended by NORPCEC was to provide adequate opportunities for the post-secondary continuing education of the adult population of the Northern Region. This was to be accomplished with maximum economy compatible with the maintenance of quality and with optimum utilization of the facilities and expertise of the region.

The goals, as defined at the beginning of the project, were:

1. To assess the needs of postsecondary education programs in the Northern Region;
2. To encourage, counsel, publicize and facilitate the maximum utilization of opportunities for continuing education students;
3. To encourage mutual acceptance and interchangeability of course credits among participating institutions;
4. To facilitate the earning of credentials at all educational levels;
5. To make efficient and appropriate use of the resources of all institutions offering courses within the consortium region;
6. To insure counseling services by participating institutions for continuing education students;
7. To facilitate interinstitutional cooperation in the development of community service programs for the region;
8. To evaluate, where appropriate, the effectiveness of continuing education offerings and activities

conducted throughout the region;

9. To report on the desirability and need for educational services from institutions not engaged in continuing higher education within the region when educational expertise is not available within the member institutions of the consortium.

In addition to the above stated goals, the Bureau of Postsecondary Continuing Education at the State Education Department developed eight analytical questions as a guide to formulating the goals and objectives of the regional efforts. These questions were:

1. What is the nature and extent of educational needs/demands of adults?
   (Both actual and potential students)

2. What difficulties (barriers) are being encountered in attempting the satisfaction of such educational needs?
   Financial? Administrative? Legislative?

3. Who is affected specifically?

4. Where are these people located?

5. What programs/courses are presently offered to address adult needs/demands, by whom and where?

6. How are such programs presently funded?

7. What programs are needed and where?

8. How might needed programs be funded?

In order to deal more specifically with the 8 analytical questions, the Bureau of Postsecondary Continuing Education and the regional project directors agreed upon four data categories that each project would be required to report on. These data categories were: (1) enrollment; (2) guidance/counseling; (3) curriculum; (4) financing.

In the study, constant attention was paid to the facilitation of earning of credentials, efficient use of all resources, availability of academic and personal counseling to improve motivation of clientele, facilitation of interinstitutional cooperation, and greater application of a "consumer-oriented" philosophy.

After the more general goals of the project were formulated, specific objectives were developed. One objective was to identify continuing education programs in the region.

Included in these inventories are: college-based programs; school districts (BOCES) programs; library, museum, and service organization programs; industry and labor union programs; government agencies, hospitals, and health services programs.

Assessment of consumer needs was the second objective. It was necessary here to identify the characteristics of the consumer, his purposes and objectives, and his views on existing programs. A study of the various sub-groups among the served population was necessary as well as the educational, cultural, and human development needs of residents of the region.

Next it was necessary to assess the areas of cooperation and competition. This included inventorying overlapping course offerings, competition for students, and management procedures in cooperative efforts.

Another objective was to identify available resources for continuing education within educational institutions as well as other agencies. This included human resources such as unemployed professionals and new clienteles to be served.

An analysis was made of the availability to the consumer of continuing education programs. In addition, Directors and Deans of Continuing Education were asked to comment on publication procedures for their programs. They were also asked about policy-making procedures and existing evaluation and feedback procedures of the college-based institutions.

An important objective of the project was to formulate recommendations for future growth and development of continuing education programs. Such areas as new clienteles to be served, new curriculum, new financial aid sources, areas of cooperation, and innovative non-traditional studies were explored.

It is the obligation of all the regional projects to help create a data-base for planning purposes for the State Education Department. In keeping with this obligation, a final objective is to gather the data specified by that department and contribute, through regional planning, to the statewide planning effort.

1.3 RESEARCH METHODOLOGY

With the help of the NORPCEG members, an overall study design was developed early in October of 1974. A tentative plan was first submitted to NORPCEG members late in September which was modified to suit the needs of the region by the advisory group. The major objectives intended by the study design were:

1. To identify and inventory the resources available for postsecondary continuing education.

2. To identify segments of the adult population that were not served sufficiently by postsecondary institutions.

3. To identify problems that prevented the clients from making the best use of the services provided by postsecondary institutions.

4. To identify new methods and programs that are needed and would be useful.

Initially, the analysis was to cover the postsecondary institutions only. Because of the directives from the State Education Department, the Board of Cooperative Educational Services (BOCES) was also included in the study.

A review of related literature was the first step in the process of research. Bibliographic research of ERIC and other professional literature was conducted. Materials and methods used in other regional studies, Title I projects and other state projects were examined for methodology and for comparative data. The bibliography found useful to us has been appended to the report. Dr. George Nolfi, who had been retained as a consultant by the project in the initial stages, contributed to some of the planning. "Strengthening Alternative Postsecondary Education System: Continuing and Part-Time Study in Massachusetts," a study for the Massachusetts Advisory Council, done by George J. Nolfi and Valerie I. Nelson, was found to be a useful document in the early stages of the project.

1.3.1. NEWSPAPER SURVEY

Local newspapers are fair indicators of the formal and informal educational and cultural activities in a community. A survey of the newspapers in the region was made in order to identify organizations that are formally and informally involved in adult continuing education, the kinds of programs they offer and their frequencies.

A preliminary survey indicated that besides the postsecondary institutions and the school districts that formally offered educational programs, activities and programs that varied in educational value were offered by service clubs, labor unions, libraries, museums, churches, entertainment groups, conservation groups and various other such groups.

The Ayer Director of Publications[1] for the year 1975 indicates that in the four county region there are four daily and 14 weekly newspapers published with a total reported circulation of 109,000 copies. The "Watertown Times" which is a daily with a reported circulation of 41,000 copies is the only regional newspaper. A survey of all the issues of the "Watertown Times" for the whole year of 1974-75 was undertaken. This survey was very useful in a preliminary identification of the trends and organizations in adult educational offerings in the region.

No data existed or had been compiled in comparable form in the region on the resources, community needs and the marketing conditions for adult continuing education. The first task was to create a data base on part-time continuing education for the institutions formally involved in post-secondary continuing education. The newspaper survey helped to identify the institutions formally and informally involved in adult continuing education. Of these, nine colleges and the BOCES were primarily the providers of formal postsecondary adult continuing education.

1.3.2 THE PROVIDERS

1.3.2.1 Registration Data and Other Written Forms.

A study of the providers was one of the major tasks undertaken. This task was explicitly undertaken with four different formats. First, forms were designed to collate an information system on continuing education activities of the institutions. Dr. George Nolfi who had been the consultant at the initial stages of the project was of immense help by providing us with copies of data collection forms that had been used in the statewide study of Massachusetts. Various levels of types and specificity of institutional information were needed. Dr. Nolfi's forms were redesigned to suit the needs and characteristics of the institutions in the area. Specific information was needed regarding academic strengths of the institutions, programs and courses offered, policies regarding admissions, transferability of credits, hiring of faculty for extension courses, plans for change and growth, administrative decision making, cooperation and competition between institutions, process of needs assessment in program planning and communication with the local community. These forms were filled out mainly by the directors of continuing education with sizeable portions of the information coming from the offices of the registrars. Some of the data that was collected was quantitative with respect to the number of courses offered, number of students, cost of the courses and the like. Most of the quantitative data collected from the directors of continuing education and the registrars was very incomplete. Some of the data was not available at some of the institutions and some of the available data, because of variations in the information systems could not be used for comparative or analytical purposes. The information obtained by the prose questions on specific policies, operating practices, decision making, controls and admissions was useful in drawing up the institutional profiles required for analysis of the providers.

1.3.2.2 Student Questionnaires

To determine the nature of the programs currently in existence, it was decided to inventory the characteristics, motivations, attitudes, problems, and suggestions of the current clientele. For this purpose the Student Questionnaire used by Dr. George Nolfi and Valerie Nelson, found in their study published by the University Consultants, Inc., was modified and shortened considerably for use of the NORPCEG study. Dr. Nolfi's Student Questionnaire went through several modifications by the NORPCEG members and was finalized after the college administrators agreed to the final format. St. Lawrence University claimed that it did not have any continuing education programs and did not use the Student Questionnaire. Paul Smith's and Wadhams Hall do not have any part-time or continuing education students and so could not use the questionnaires. The Student Questionnaires were distributed to all students in credit and non-credit classes offered as continuing education and to all part-time students who could have been identified as such through data available through the Registrar's Offices. Questionnaires were distributed and collected by the faculty members in each of the classes during the Fall of 1974. Questionnaires with stamped, self-addressed envelopes were mailed to part-time students who could not be reached through the faculty members. (All questionnaires used in this study are found in the appendix.)

1.3.2.3 Interviews

The third procedure used to complete the institutional profile involved the use of personal interviews with the president, important administrators, select faculty members and a few students at each of the institutions. These interviews were conducted by the project director. The information gleaned in this manner was used to supplement data collected through the questionnaires.

1.3.2.4 Review of Institutional Literature

The fourth procedure was a review of published material available at each institution. Stated institutional objectives and admissions policies were reviewed and a comparative study of the yearly catalogues was made. Printed material giving the history and objectives of the institutions provided an environmental setting for all institutional data. Without this material much of the qualitative and quantitative information would be much less useful.

In summary, to compile the profiles of the providers the following steps were taken:

1. Written information collected on forms from the directors of continuing education and the registrars.

2. Student Questionnaires were distributed to all students in continuing education programs and to part-time students in regular programs.

3. Interviews were conducted with presidents, other administrators, select faculty members and some students.

4. Past surveys, self-studies, catalogues and other published material was reviewed.

1.3.3 SOCIO-ECONOMIC ANALYSIS

A socio-economic study of the geographic service area was undertaken. A description of the topography and geographic characteristics of the area was prepared. A review of census reports and other publications was conducted to study regional economic, educational, employment and related demographic characteristics.

1.3.4 TELEPHONE SURVEY OF GENERAL POPULATION

In order to identify segments of the population,either well served or not so well-served the NORPCEG advisory group, after considerable discussion, decided to survey selected segments and sub-groups of the population rather than to conduct a comprehensive study of the total population of the region through random sampling.

A preliminary survey of the general adult population was undertaken using a telephone survey approach. The instrument for the telephone survey was developed by the director with the help of the NORPCEG members. After the NORPCEG members had an opportunity to react to a draft of the instrument, a pilot study of 20 interviews was conducted to further improve the interview questionnaire. A stratified random sampling method was chosen to make sure that most of the important population sub-groups would be represented.

Ten sites were chosen as representative of the population centers of the region. These villages, towns and cities were used by interviewers who travelled to these locations to conduct the telephone survey. The sites selected were:

Potsdam
Canton
Massena
Watertown
Lowville
Gouverneur
Saranac Lake
Ogdensburg
Malone
Paul Smith's

Potsdam was included because it is a college town with two post-secondary institutions offering graduate level courses. Potsdam is also the home of many students from other parts of the state for several years. Canton,as the County Seat of Government for St. Lawrence County,was considered important. Massena,with the presence of ALCOA, Reynolds Aluminum, General Motors and several other large industrial plants,is the most industrialized village in the region. Watertown is the county seat of Jefferson County and is the largest by the size of its population in the region. Watertown also has a community college and a BOCES center within the city limits. The proximity of an army base at Fort Drum adds to the importance of Watertown. Lowville is situated in the Adirondacks and is a very rural village. Winter conditions keep it very isolated. Gouverneur is a small city, the only incorporated city in St. Lawrence County. Saranac Lake is a small village in the Adirondacks which is divided by the county line between Essex and Franklin counties. A community college is situated in the town. It is a small rural town catering to tourists because of the proximity to ski areas, to the Adirondack Park and to several large lake resorts. Paul Smith's is a college-centered village with lumbering being the predominant industry. Ogdensburg is a large city with a harbor on the St. Lawrence Seaway. It also boasts of an airport, a seminary college, a private two-year college, a large psychiatric hospital, a BOCES technical center, several industries and a bridge to Canada. Malone is a rural village where North Country Community College operates an extension center. The proximity of the St. Regis Mohawk Indian Reservation adds to the uniqueness of Malone. Industry predominates in Massena, Watertown, and Ogdensburg. Gouverneur, Malone, Lowville and Canton can be considered rural villages with a predominance of the farming community. Canton, Watertown, Lowville and Saranac Lake are county seats of each of the four counties. Saranac Lake, Paul Smith's and Lowville are situated in the Adirondacks and cater to the tourist trade. Potsdam, Canton, Ogdensburg, Watertown, Saranac Lake and Paul Smith's have colleges within the village limits. Hospitals and Medical institutions exist in Watertown, Ogdensburg, Massena, Potsdam, Saranac Lake and Malone. The presence of several high quality research institutions in the health field around Saranac Lake contributes to the uniqueness of Saranac Lake.

Using telephone directories, random samples of householders were drawn in each location. Interviewers went through a training session to familiarize them with the questionnaires. To increase the response rate, householders that were absent were called during the weekdays at day time, followed by two calls in the evening, with a final attempt on the weekend.

1.3.5 SURVEY OF EDUCATORS

Teachers and educators compose a major proportion of the clientele now involved in continuing education. It was found that the New York State United Teachers, Inc. was initiating a survey of its membership to determine continuing education needs for meeting their certification and other professional requirements. In cooperation with the New York State United Teachers Union, a questionnaire for educators was designed. The NORPCEG advisory committee, some faculty members in the education departments of Potsdam and St. Lawrence, and representatives of United Teachers had an opportunity to suggest modifications in the questionnaire. The written questionnaire was distributed and collected in the public schools by the local representatives of the NYSUT. Identical questionnaires for the parochial school staff were distributed by the Catholic Diocesan Office of the Diocese of Ogdensburg.

1.3.6 SURVEY OF LIBRARIES AND LIBRARIANS

A major resource for non-traditional education in the region is the various libraries. Besides college and school libraries, there are several public libraries that actively serve their communities. The libraries and the librarians offer programs that are often similar to those in collegiate institutions. For instance, libraries serve as a valuable resource for those who participate in correspondence courses, Regents External Degree programs and other individualized programs. With the increasing variety of options for lifelong learning, the libraries are becoming more important as a learning resource. It also becomes evident that the education of the librarians to accept and to take advantage of this role becomes more and more important.

In cooperation with the North Country Reference and Research Resources Council it was agreed to conduct a survey of the educational needs of library personnel. The survey, in the form of two written questionnaires, combined with some interviews of librarians, inventoried the educational programs that were needed for upgrading in-service training and other professional programs.

One questionnaire was designed to be distributed only to head librarians, or administrators of libraries. The second questionnaire was distributed to all the professional personnel in the libraries. Since the North Country Reference and Research Resources Council serves Clinton, Essex, Franklin, Jefferson, Lewis, Oswego and St. Lawrence counties, it was decided to distribute the questionnaires to all the libraries in all seven counties. The questionnaires were designed and distributed to all the libraries with the help of the Council. The questionnaires were distributed to 127 libraries.

1.3.7 HEALTH CARE AGENCIES

The BOCES, SUNY, ATC, Mater Dei College, North Country Community College and Jefferson Community College all offer various kinds of health-related programs. The Education Consortium of Health Care Agencies which is represented on the NORPCEG by its director, Mr. Robert Wright expressed a desire to survey the educational needs of the health service agencies.

A two-pronged survey was decided upon to include all health care agencies such as hospitals, nursing homes, psychiatric institutions, research laboratories and clinics. Two written questionnaires were developed for the health care agencies as instruments. The first questionnaire was intended to be distributed to the administrators of the institutions to inventory the perceived needs by the management for retraining, upgrading and other continuing educational activities for health services personnel. The second questionnaire was distributed to personnel at the institutions. This questionnaire aimed at exploring their educational needs, their reactions to programs offered in the past, their attitudes towards educational upgrading and their difficulties in utilizing existing educational offerings. When the instruments were designed, it was determined that the questionnaires would be distributed to all the institutions in the health services of the region. However, since the North Country Committee on Areawide Health Planning and the Education Consortium of Health Care Agencies did not find it possible to render any form of assistance, it was eventually decided to use only a random sample of health care institutions and personnel. The sampling of health care agencies from which data was collected is not exhaustive, but selective.

1.3.8 SURVEY OF INDUSTRIES

A preliminary study of industry in the four-county region, conducted by the Clarkson Technical Information Center in 1974, indicated that there were approximately two hundred industrial plants in the region – 90 in St. Lawrence County, 70 in Jefferson County, 25 in Franklin County, and 15 in Lewis County. Of these, about 145 have fewer than 100 employees and

40 industries have 100-500 employees and 10 industries have over 500 employees.

A sub-contract was awarded to the Clarkson Technical Information Center to do a survey of the adult continuing education needs of the personnel of the industries. Fifty industries were selected to be surveyed through personal interviews and written questionnaires. Ms. Doris Frazer conducted the major part of the survey. In addition to personal interviews, she also used a written questionnaire to obtain some basic data from the personnel officers and managers. A second questionnaire was used to survey the needs as seen by employees. A small sample of the employees was administered this second questionnaire.

(Industrial Questionnaire See Appendix)

Informal surveys were conducted by interviews with labor union leaders. The educational needs of the labor force were discussed at two group meetings conducted with labor union leaders and several individual interviews. Some management and labor representatives were also interviewed independently for supplementary information.

1.3.9 SURVEY OF FORT DRUM

Universities and colleges have attempted to meet the educational needs of servicemen in many ways. Innovative methods for doing this have multiplied with varying degrees of success. The desire for serving veterans and active military personnel has been encouraged by the availability of federal funds. The growing success of the Servicemen Opportunity College (SOC) launched by the American Association of Community Colleges in 1972 supported by the Fund for the Improvement of Postsecondary Education and the Department of Defense, has already attracted four-year colleges and universities into participation in the program. The presence of armed services personnel at Fort Drum, near Watertown, while offering potential new markets for the colleges, also demands different services from the colleges.

Jefferson Community College, in particular, and the other colleges, in general, have attempted to serve the educational needs of the armed forces at Fort Drum in Jefferson County with limited success. Since Camp Drum has been upgraded to the status of a Fort, the number of armed forces personnel and their dependents have increased, creating a need for more educational opportunities. Meetings with the commander of the base and his staff accented the need for a survey. A written questionnaire was designed to inventory the needs and interests of the armed services personnel. The questionnaire was finalized after the advisory group, the educational officer and his staff at Fort Drum, had opportunities to make improvements and corrections of the draft. The reproduction and distribution of the Questionnaires was accomplished by base personnel.

1.3.10 INVENTORY OF PERFORMERS IN THE ARTS

Of the 268,000 people living in Franklin, Jefferson, Lewis and St. Lawrence Counties, only 39.3% live in communities with more than 2,500.

Only in the college towns can significant numbers of people who are typical culture consumers be found. Elsewhere, the audience potential is not urban, but rural; not affluent, but below average in income. These people are not the well-educated, socially mobile, and artistically sophisticated, but people with high school educations, deep roots in their home communities and cultural values that are traditional among small-town and country people.

Different circumstances imply different needs, different problems, and different solutions. There is no one major museum in the four-county region, but there are many museums; no one major theatre, but a number of small local theatre groups; no major orchestra or concert opportunity, but many intermittently-active local bands and choral groups; no major gallery, but many artists working and desiring to exhibit. Except for the college programs, which have different purposes, the myriad of activities in the region are locally inspired and supported. They are resistant to pressure for development from the outside. They place a premium upon the artistic efforts of local people. The mutual resistances and suspicions, which cause a town-gown split almost everywhere, are operative in the college communities of the North Country as well, keeping what might be major resources for the region to limited use.

There is a striking difference between the state of the arts in the college communities and elsewhere.

The Arts and Humanities Council has been active in promoting the Arts in the St. Lawrence Valley. The Arts and Humanities Council, in its efforts to encourage the rural population to participate, has made a major effort to identify artists and groups of performers in the region with the intention of creating for them more visibility and credibility. In cooperation with NORPCEG, the Arts and Humanities Council surveyed the community to inventory performing artists and groups. 10 public community meetings were held which were preceded by newspaper publicity. At these meetings the inventory forms were distributed, though it was known that all artists could not be reached. This survey was made, however, because arts and crafts programs are a major component of the continuing education system. The results of this survey were reported in a separate document Inventory Four.

In conjunction with NORPCEG, the Arts Council also compiled and published a comprehensive inventory of arts resources. This information appeared in the publication prepared by Gladys Santo, director of the Council, in a document The Arts in the St. Lawrence Valley.

1.3.11 INVENTORY OF TEACHERS FOR CONTINUING EDUCATION COURSES

Educational institutions and other organizations which offer programs in continuing education often use their own faculty and staff members. They also recruit professionals and other qualified personnel to teach as adjunct faculty members. The BOCES draws upon professionals from industry to teach evening courses to adults, and the colleges similarly recruit adjunct faculty members from the local community. An inventory of professionals, crafts personnel and others who were qualified and wanted to teach was attempted by means of a registration form. The registration forms were distributed to universities, colleges, BOCES centers, school districts, libraries, museums and community centers. The tabloid, Night Life, also was used to distribute this form. The main purpose of this inventory was to identify those who could be available for teaching courses to adults in formal academic and informal programs.

1.3.12 SURVEY OF COUNSELORS OF ADULTS

There are numerous counselors and guidance personnel who work with adults in either a professional or in a paraprofessional capacity. These include academic counselors, unemployment advisors, career counselors, clergymen, social workers, and others who work in universities, colleges, schools, churches, social service agencies, unemployment offices, libraries, hospitals, and other service-oriented agencies. These counselors are in contact with adults with various problems. They are in positions that give them a perspective of the needs of adults. A survey of professional and para-professional counselors, taken through a written questionnaire and through follow-up interviews, determined the needs of the adults in the community as perceived by the counselors.

1.3.13 SURVEY OF HEAD START PARENTS

Since Head Start Parents are representative of the rural poor, a survey of the educational needs of those parents was determined to be useful. A process was designed to be used by the personnel in the Head Start Program. It consisted of a personal interview with the parents. The questionnaire was designed with the help of the staff personnel of the Head Start program in Potsdam and Canton. This aspect of the full project has not been completed by the time this report was prepared and will be reported separately.

1.3.14 AVAILABLE DATA

A large amount of usable information had already been prepared by other agencies when the study was conceived. Some of this information was in the region. The New York State Education Department through this office, primarily under the direction of Mr. Kenneth Margolius, provided NORPCEG with relevant data for this region from three sources: The Higher Education General Institutional Survey, the Higher Education Data System and the Basic Educational Data System. The latter system displayed information on the educational and certification status of educators over a four-year period (1970-74).

1.4 REGIONAL EFFORTS SINCE THE INCEPTION OF THE PROJECT

The Northern Region Postsecondary Continuing Education Group (NORPCEG), in the process of initiating the Title I project, took a major step in formally bringing together several interested educators and community leaders toward reshaping the continuing education effort in the region. The advisory group for NORPCEG was made up of the directors of continuing education of the colleges, representatives of the BOCES, of regional planning groups, health services, county cooperative extension, Arts and Humanities Council, manpower projects, labor unions and several other community organizations. At the inception of the project, the advisory group met almost once a month and, in the process of the early stages of planning, initiated a process of self-education. At the time of the inception of the NORPCEG project, there was in existence a fairly active group of educators who met periodically to discuss problems in adult continuing education. The group is now known as the St. Lawrence County Continuing Education Group and meets almost once a month. NORPCEG maintains close contact with this group and, while cooperating with this group, has made an effort to extend the benefits of the activities of this group to the continuing education personnel of the other counties.

At the time of the initiation of the NORPCEG project, a county cooperative journal, 'Night Life', was published by the St. Lawrence group three times a year giving all the continuing education programs of all colleges, schools, libraries, museums and cooperative extension services. NORPCEG assumed the responsibility of publishing the 'Night Life' and, utilizing the project funds, extended the services of the publication to the four counties of the North Country. Every semester 90,000 copies of the 'Night Life' are mailed to every household in the four-county region. The 'Night Life' attempts to publish all the formal continuing education programs of all the colleges, school districts, BOCES, cooperative extension services, museums and libraries in the region. Survey data indicates that among the more formally educated portion of the adult population, the 'Night Life' is serving a very useful purpose.

Planned on the model of the Regional Learning Center at Syracuse, the NORPCEG has attempted to create a network of educational advisors who will be available to advise adults toward utilizing the educational process to improve themselves. In order to suit the needs of the North Country, it was decided to identify professional and para-professional counselors and advisors who work with adults at various levels of advising, counseling and helping and to invite them to several workshops intended to sensitize them to the availability of continuing education programs to help their clients. Accordingly, about 60 individuals were identified throughout the region who were counselors in colleges and schools, socials working with the poor, personnel from employment agencies, clergymen, county extension agents and several others with similar interests. Early in January a series of three workshops were conducted a week apart at Watertown, Potsdam and Canton. About 20 of the invitees attended all three workshops while there was an attendance of about 30 at each of the workshops. The three workshops were designed to create a team spirit among the participants, to inform the participants of the continuing education programs of the educational institutions in the region and to familiarize the participants with ways and means of channeling their clients toward better utilization of the educational process for self-improvement. The names of the participants who had agreed to be hereafter known as educational advisors were distributed to all the colleges and the BOCES with the intention that the educational institutions would use the educational advisors to reach the adults of the region. A major effort was made to establish communications between this group of advisors and the administrators of the colleges as admissions officers, public relations personnel and the directors of continuing education. A second group of educational advisors will be identified and trained early in January of 1976.

Self-education forms a major part of the regional effort through this project. Consequently, several policy seminars for the administrators and members of the faculty were organized with professional policy experts with national reputation conducting the seminars. Dr. George Nolfi conducted the first of such seminars on the "New Clients in Continuing Education" in which over 40 persons participated. Dr. Robert Pitchell, the Director of the National University Extension Association, conducted a very useful seminar on the "Continuing Education Unit". Another very useful and well-appreciated seminar was conducted by Mr. James Farmer on the "Information Systems in Continuing Education". Three two-day workshops were conducted by Ms. Nadene Peterson on the "Career Re-entry of Women" for the benefit of those who work with adult women. Several more policy seminars are planned to take place before the conclusion of the project. Besides attending the policy seminars, the advisory committee of NORPCEG meets periodically to discuss the progress of the research project. The Project Director, in addition to making himself available for several television and radio appearances to advertise the changes taking place in continuing education, has also been available to the educational institutions to provide professional help by participating in faculty meetings and by meeting with the presidents and other college administrators to facilitate planning. The research report will be shared with the faculty and administrative personnel of each of the colleges and to BOCES.

CHAPTER 2. CONTINUING EDUCATION

2.1 BACKGROUND AND PHILOSOPHY........................24
2.2 DEFINITION OF CONTINUING EDUCATION...............27

CHAPTER 2. CONTINUING EDUCATION

2.1 BACKGROUND AND PHILOSOPHY

It is the accepted philosophy of this country that an equal opportunity for self-development be made available to each and every citizen irrespective of color, race, age, religion or socio-economic background. This philosophy is reflected in actions which make it possible for more and more citizens to obtain access to a full educational opportunity. A generally accepted goal has been to attempt to assure each individual regardless of age, previous formal education or circumstances of life, the amount and type of education that will add to and develop his potential as a person. This philosophy is in keeping with our nation's principle of egalitarianism. There is still a need to accomodate many segments of our population which are, as yet, largely ignored. Women who wish to re-enter the career market, war veterans, retired persons, inmates of penal institutions, professionals, para-professionals and skilled workers are truly a new clientele. The new participants, with varying backgrounds and ability, are a diversified group seeking to enrich their lives. In addition, colleges and universities have the problem of meeting the unrealized hopes of minorities. Furthermore, as the manpower needs of this country constantly change, the demand for vocational education and career education produces a new responsibility on the educators for providing a means for citizen renewal.

Attempts at meeting the demands of these disparate groups have also led to an accelerated search for alternative instructional methods and alternative institutions to meet those demands. Elements of structure, method, content and procedures that combine to create a new flexibility produce a new pattern that logically follows from the effort to serve more persons and to provide fuller opportunities to all. Continuing education now seeks to loosen the old rigidities that have made the reentry process into the world of learning difficult or at times impossible. Interruption of study during the formal years of education was once considered a major obstacle toward further education. Residence on campus, which was considered psychologically and educationally essential, is no longer required at many institutions. Conventional subjects and conventional instructional methods are forced to give way to less compartmentalized innovations to serve the more mature clients. With the use of new electronic media, further changes are inevitable. Which of these changes are attractions and which are distractions is yet to be determined.

It took many years but work experience is being recognized as an important component of education. Not only are work and study recognized as part of a regular, pre-planned curriculum, but work experience is often recognized as educationally valuable and creditable toward a degree. In addition to the world of work, collegiate level educational programs are demanded by the world of business, industry, labor, military commands, governmental agencies and cultural organizations. Proprietary schools, correspondence institutes and environmental bodies, publishing houses, electronics industries, film makers, entertainers and other agencies are becoming strong competitors in the field of knowledge dissemination. Traditional educational institutions, rather than entering into a self-destructive competition, are exploring ways and means to grow along with their new challengers and still become more flexible to suit the new clientele.

In a nation where individualism is encouraged and respected, individualized learning took many years to gain acceptance in higher education. The more traditional institutions, if not ignoring individualized learning, did very little to encourage it. With the increased emphasis on the non-traditional student, individualized learning has gained more importance, thereby reducing drop-out rates within this group and avoiding a misuse of scarce educational resources. With the increase in flexibility, individualized learning is gaining in importance. Yet individualized learning requires still more administrative changes in institutional policy-making. It requires that clients have new advising and guidance resources, financial aids, programs, simpler registration procedures, flexible admission policies and appropriate evaluation methods.

Continuing education students have often been treated as stepchildren compared to the traditional students by most educational institutions. In the past, continuing education was a catch-all phrase for short courses and conferences that were periodically offered to maintain a semi-professional relationship with alumni and donors and to provide a modest picture of community service. The emergence of continuing education as one of the few areas of growth for higher education during the last few years has merited it greater recognition from leaders in the non-traditional studies field. These stepchildren are now in the vanguard of higher educational change.

At the national level, changes are taking place at a very rapid rate. An unstated assumption accepted by most educators is that to solve social problems by changing people is more expensive and less productive than are approaches that accept and seek not to change people, but the circumstances around them! (Amitai Etzioni, Saturday Review, June 3, 1972, pp. 45-46) Higher education has often brought about changes to suit certain social needs. As all viable social organizations must, colleges and universities respond to social problems and social needs through institutional change. The establishment of university extension in 1891 at the universities of Wisconsin and Kansas, the creation of land grant colleges under the Morrill Act of 1862 and the initiation of the Cooperative Extension Service under the Smith Lever Act of 1914 were key efforts to meet the needs of government, industry, agriculture and the working people. To meet the needs of the working classes in urban areas at the turn of the century, evening colleges appeared. Later, especially during the Depression, labor education needs prompted federal legislation to support university extension and continuing education.

The widely publicized "Newman Report" of 1971 highlights today's dissatisfaction expressed by the new clients in higher education. Institutional responsiveness to the needs of all types of students generates conflict between two major objectives of the institutions. The desire to make changes and adaptations often conflicts with professional integrity and quality control. The right to establish and maintain standards has often been a major excuse given by the traditional educators for rejecting or slowing down the process of change when new standards are called for. Student dissatisfaction in the traditional college years has pointed out the need for greater institutional sensitivity to student needs. The linear fit between college degree and vocation is increasingly being questioned and is changing the patterns of enrollment. Johnstone and Rivera, in their study Volunteers for Learning, indicate that the formally educated adult is the most persistent client in education and exploits adult education to greater benefit than does the not so formally educated. The typical adult education client is young, urban and fairly well educated. The desire to make education available to the not so formally educated is accelerating the process of change already in effect.

Lyman A. Glenny, at the Center for Research and Development in Higher Education at Berkeley, points out that the trend in postsecondary education will be for students to concentrate on specific career training as the first step in their post-high school education. The current student body will delay the fulfillment of academic aspirations and their motivation toward "pure" liberal arts or advanced professional training for later periods.

Trend setting innovations have been successfully installed. The External Degree, the University Without Walls, work-study programs, experiential learning, correspondence courses, television programs, weekend colleges, proficiency-based programs and many such innovations are mushrooming all over the nation. Business and industrial organizations have begun articulating new educational practices. Collaborative efforts of industry and the educational institutions are growing in popularity. The armed forces, too, are expanding their personnel training programs to encompass the services provided by the higher education institutions. An increasing number of classes are being taught by non-traditional faculty.

The passage of Federal and State legislation through the last decade has increased the level of financial support for part-time students, and programs contributing to the process of change. Federal monies have encouraged research, innovative programs, statewide planning and financial aids for part-time students. So, too, have several of the States. The regional effort in New York State is one such effort.

2.2 DEFINITION OF CONTINUING EDUCATION

Definitions of continuing education are varied. So many different authors have used the term in such dissimilar ways that the findings of individual research activities cannot be easily compared. Nolfi, for instance, identifies continuing education as:

> 1. Courses, programs and students within the given institution which fall under the jurisdiction of the Division of Continuing Education or Extension or equivalent. In the public sector this means all courses, programs and students not funded through the regular maintenance budget. In the private sector this usually means an evening division or college. (George Nolfi and Valerie Nelson, Strengthening the Alternate Post-secondary Education System, 1973)

By contrast, Coolie Vorner refers to adult education as:

> 2. "...a relationship between an educational agent and a learner in which the agent selects, arranges and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary productive role in society."

Continuing education also is known as non-traditional education by encompassing non-formal educational activities sponsored by formal educational institutions and other learning programs sponsored by the not so formal educational institutions. In this respect, continuing education consists of a set of learning experiences free of time and space limitations, organized for students to extend their personal, intellectual, esthetic or vocational development.

Non-traditional study may be defined in simplest terms as a group of changing educational patterns caused by the changing needs and opportunities of society. Changes in traditional forms of education are taking place because of two main forces at play: perceptions of the needs of new and hitherto unserved segments of our population together with strong dissatisfactions with the educational process as expressed by those students traditionally served. The traditional formal postsecondary education has now given way to a new concept: lifelong learning.

Many recent authors speak of lifelong learning as a trend exhibited by already educated persons to constantly develop their personal, social or occupational potentials through the acquisition of new skills and knowledge, as well as a heightened sensitivity.

Other extended citations could be listed to show that continuing education means different things to different people.

In this study, the operational definition of continuing education includes the following elements:

1. All part-time educational activity for credits at the formal institutions.

2. All non-credit educational activity at the formal institutions.

3. All educational activity for adults offered by non-formal institutions.

4. Educational programs intended for persons beyond compulsory school age but not at postsecondary level.

Consequently, continuing education encompasses short courses, conferences, workshops and the traditional classroom courses.

Peter A. Carlivatti gives 21 important elements of philosophy of continuing education that were adapted from a typology of Paul Bergevin. This listing identifies, as well, the philosopy of continuing education used in this study to draw valid conclusions and recommendations.

1. Adult behavior can be changed to some extent;
2. Adult education should be designed to help people to grow up, mature;
3. Adults must be offered and helped to use the opportunity to act responsibly in the several facets of their lives: political, vocational, cultural, spiritual, and physical;

4. Adults should assume the obligation to learn to become more productive citizens;
5. Adults have untapped resources of creative potential that should be utilized;
6. Every conscious adult can learn;
7. Every adult can be helped to make better use of his intellectual capacity;
8. Adults need to live together in community in order to grow and mature, and they need to learn how to do this;
9. Every adult should find some way to express himself constructively and creatively;
10. Traditional teaching procedures and learning facilities are often inadequate;
11. An understanding of freedom, discipline, and responsibility promotes the discovery and productive use of our talents;
12. Such vital concepts as freedom, discipline, and responsibility can be comprehended by experiences in a host of subjects;
13. What is called a free or democratic society must strongly emphasize lifelong learning for all its citizens, if they propose to remain free and to use their freedoms effectively;
14. Each adult participating in a learning experience should have the opportunity to help diagnose, plan, conduct and evaluate that experience along with his fellow learners and administrators;
15. The civilizing process is evolutionary and will advance in proportion to the number and intellectual quality of the adults who play an active role in that process;
16. Many adults associate education only with school. Adult learning that can cause behavioral change can take place at home, in church, in a factory, on a farm, in any place;
17. The means are as important as the ends;
18. The nature of man is neither "good" nor "bad", but he is essentially an adaptable, educable person in a state of becoming as well as being and capable of a degree of excellence he rarely attains. There is room for individual action and will in his struggle for achievement;
19. Behavior is conditioned by feelings and emotions as well as by reason and rational judgment;
20. Human beings seek fulfillment or happiness;
21. Adult education can help condition persons to live in a society and at the same time sensitize them to ways in which that society can be improved.

CHAPTER 3. THE SETTING (THE NORTHERN REGION)

3.1 GEOGRAPHY, TOPOGRAPHY AND CLIMATE....................30
3.1.1 LAND....................31
3.1.2 WATER....................31
3.1.3 MINERALS....................31
3.2 DEMOGRAPHY....................33
3.3 SOCIO-ECONOMIC ANALYSES....................41
3.3.1 LABOR....................41
3.3.2 ECONOMIC LEGEND....................41
3.3.3 EMPLOYMENT....................44
3.3.4 INCOME....................54
3.3.5 HOUSING....................63
3.4 EDUCATION....................63

CHAPTER 3. THE SETTING (THE NORTHERN REGION)

3.1 GEOGRAPHY, TOPOGRAPHY AND CLIMATE

The four counties of the Northern Region form a rough rectangle stretching northeast from Lake Ontario for about 120 miles to the border of Clinton County and southeast from the St. Lawrence River for 50 to 60 miles into the Adirondacks. Its total land area is 7,043 square miles, or 4,507,520 acres. The region has a 40-mile frontage along Lake Ontario and is bordered by the St. Lawrence River for 110 miles.

Geographically, the region is an isolated area on the fringe of the United States. The Canadian border is to the north while the natural boundaries of the Adirondack Mountains to the east and south separate the region from the main flow of traffic in the northeastern states.

Seven urban centers, four of them metropolitan centers, are within 50 miles of the region's borders. The four are Montreal, Ottawa, Syracuse, and Utica-Rome. Their social and economic influence on the region has been limited, however, because of geographic and cultural obstacles, as well as an international political border.

There is a degree of topographic similarity between the four-county region. The relatively flat terrain along Lake Ontario and the St. Lawrence River gradually shifts to a gently rolling plain as one moves south and east. The topography then becomes mountainous, rugged, heavily forested, and dotted with numerous lakes. The Adirondacks form a 20 to 30 mile wide belt of hilly country, with long forested slopes rising 1,000 to 2,000 feet. The most rugged part is farther south and few peaks in the region exceed 3,000 feet. The valleys all open north, their rivers draining into the St. Lawrence River and Lake Ontario.

Although the climate varies from the flat terrain in the west to the mountainous regions of the south and east, two factors are common -- cold winters with heavy snowfall and moderate summers. In January, the mean temperature ranges from 12°F or less in the Adirondacks to 20°F near Lake Ontario. There is from 5 to 15 feet of snowfall each winter. The July mean temperature is 65°F in the hills and 70°F in the lowland. The 30 to 40 inches of precipitation is fairly evenly distributed throughout the year, with a slight increase in the summer.

The severity and length of North Country winters make travel extremely difficult. This is a fact that has important implications for certain planning recommendations which come out of this project.

The geography of the four-county region has a more positive side. It is an excellent environment for year-round recreation as well as a potential for economic development through such natural resources as land, water, forests, and minerals.

3.1.1 LAND

At one time or another, probably half the region has been cleared of forest for pasture or cropland. The amount of quality soil available is limited, however, making agricultural potential very marginal, even as pasture. In recent years, large areas of such land have been abandoned and will probably remain unused unless eventually used for recreation.

In about one-third of the region, the soil potential is much greater. This area, along the St. Lawrence River, on the Lake Ontario lowland and in much of the Black River Valley, has good natural or artificial drainage and a relatively flat terrain. Intensive agriculture here is quite possible.

In the region, 55 percent, or 2.5 million acres, of the land area is now classed as forest land. Timber cutting and processing have long been major economic activities, although little remains of the original forest and the lower quality second growth has not sustained the levels of former years.

The northern hardwood zone is dominated, in its natural state, by hard maple, beech and yellow birch. Softwoods appear on the poorer soils and the cooler slopes of the Adirondacks, and extensive spruce-fir and spruce-fir-hardwood stand at high elevations.

Because much of the region is still recovering from the destructive logging and fire damage of the late 19th and early 20th centuries, the forests are characterized by many low quality, low volume stands of limited commercial value.

3.1.2 WATER

There is abundant surface water resources from Lake Ontario, the St. Lawrence River, and the rivers in the Adirondacks. Hydro-electric power is generated on the St. Lawrence and the Black Rivers and on several of their tributaries.

3.1.3 MINERALS

St. Lawrence County is the site of large deposits of several kinds of minerals. Magnitite iron-ore reserves found within 100 feet of the surface can be mined by open-pit techniques. In addition, large reserves at greater

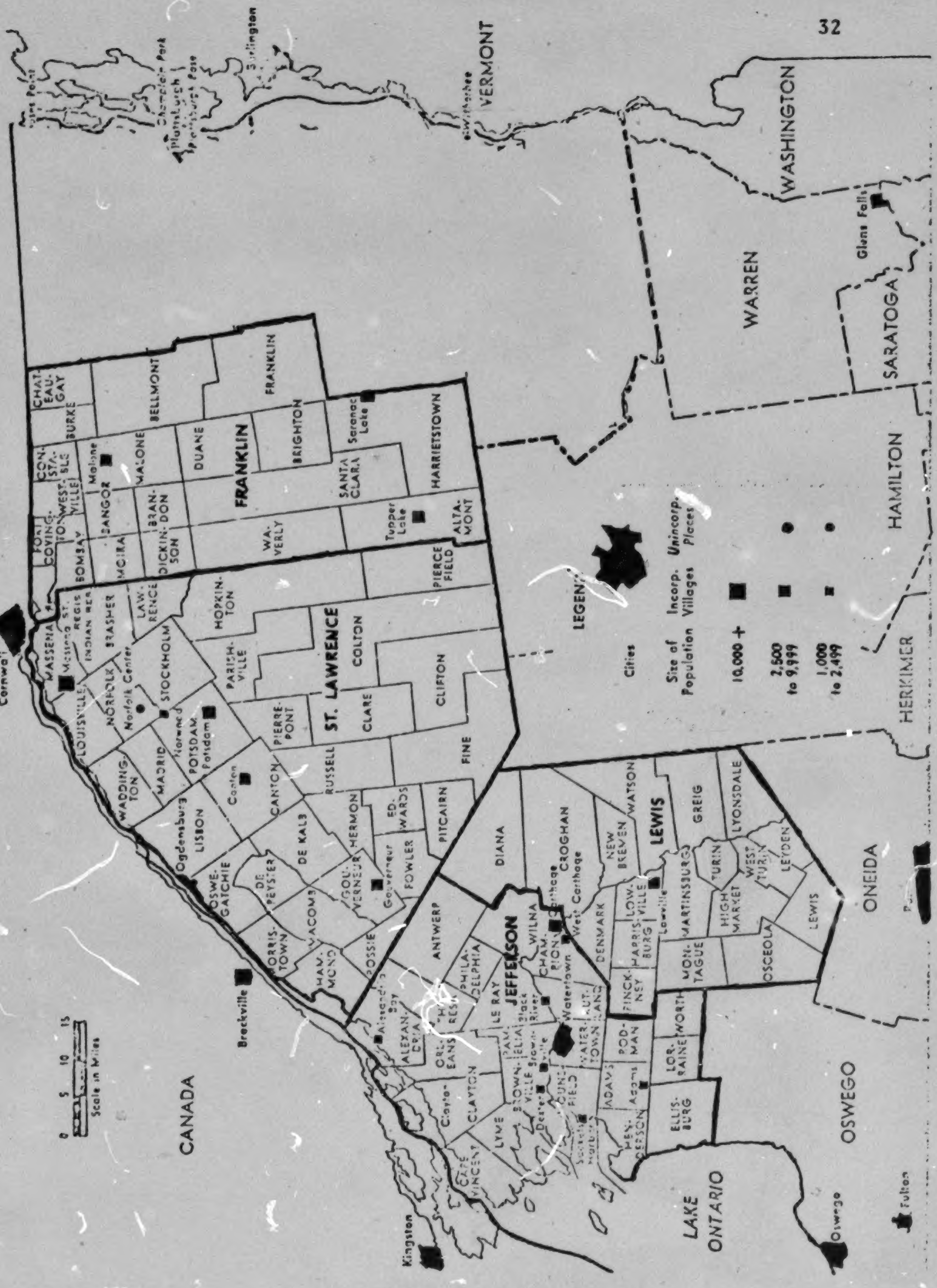

CANADA
VERMONT
LAKE ONTARIO
ST. LAWRENCE
FRANKLIN
JEFFERSON
LEWIS
WARREN
WASHINGTON
SARATOGA
HAMILTON
HERKIMER
ONEIDA
OSWEGO
Cornwall
Brockville
Kingston
Oswego
Fulton
Plattsburgh
Burlington
Glens Falls
Ogdensburg
Massena
Potsdam
Canton
Gouverneur
Malone
Saranac Lake
Tupper Lake
Watertown
Carthage
Lowville
LEGEND
Size of Population
Cities
Incorp. Villages
Unincorp. Places
10,000 +
2,500 to 9,999
1,000 to 2,499
0 5 10 15
Scale in Miles

Chart 3.1.1

depths could be mined if underground techniques become more economical.

St. Lawrence County is also a major source of zinc ore in the United States, with approximately 7 percent of the nation's zinc ores located mear Balmat and Edwards. The region is also the country's leading source of talc. Primary deposits near Gouverneur in St. Lawrence County include the highest quality talc in the country.

Recreational resources abound in the Northern Region. The Adirondack Park stretches from the Canadian border to the Mohawk River Valley and from Lake Champlain to the St. Lawrence Valley. There are many large and small lakes within the 8,500 square mile park, as well as the state's highest mountain and such resort complexes as Lake Placid and Saranac Lake. In three of the four counties, there is a total of 432,000 acres in forest preserve, 392,000 of these within the Adirondack Park.

The St. Lawrence Seaway development created a 30 mile lake in the late 1950's. As a result of that development there are now 12 state parks on the lake and on the islands of the St. Lawrence River. The region has 18 state parks on a total of 7,061 acres.

3.2 DEMOGRAPHY

Population growth in the Northern Region has always been at a slower rate than that of the state as a whole. The total population for the region in 1970 was 268,074 as compared to 267,105 in 1960. The 1950-1960 regional rate of population growth was half that of the state's rate while the 1960-1970: annual rate did not keep pace with the earlier decade. The rate of increase in the 1950's was slightly higher than normal because of the college expansion projects and major construction projects in St. Lawrence County. The much slower rate of about 4% of the annual population growth of New York State is more typical of the region's history.

According to the Black River-St. Lawrence Economic Development District study, the population of the district will suffer no substantial losses through the year 2000. The rate of change will, in fact, be lower than that attributed to New York State as a whole. Of the villages and cities listed in Table III-1, only three had a positive change in population from 1960-1970: Potsdam, Canton and Lowville.

TABLE 3.2.1*

POPULATION

C = City T = Town V = Village U = Unincorporated Place

	Total 1970	Total 1960	Urban 1970	Rural 1970	Area Square Miles, 1970
FRANKLIN COUNTY	43,931	44,742	17,323	26,608	1,674.0
Altamont (T)	6,698	6,546	4,854	1,844	121.5
Tupper Lake (V)	4,854	5,200	4,854	0	1.8
Bangor (T)	1,909	1,896	0	1,909	43.5
Bellmont (T)	1,055	1,088	0	1,055	168.0
Bombay (T)	1,117	1,103	0	1,117	36.1
Brandon (T)	333	369	0	333	41.9
Brighton (T)	1,473	1,092	0	1,473	81.8
Burke (T)	1,257	1,475	0	1,275	45.3
Chateaugay (T)	1,948	2,175	0	1,948	50.7
Constable (T)	1,149	1,153	0	1,149	33.8
Dickinson (T)	832	857	0	832	46.0
Duane (T)	111	95	0	111	78.4
Fort Covington (T)	1,963	1,905	0	1,963	37.1
Franklin (T)	550	695	0	550	175.6
Harrietstown (T)	5,643	5,664	4,421	1,222	211.3
Saranac Lake (V)[1]	6,086	6,421	6,086	0	2.5
Malone (T)	11,400	11,997	8,048	3,352	104.3
Malone (V)	8,048	8,737	8,048	0	3.0
Moira (T)	2,468	2,362	0	2,468	46.3
Santa Clara (T)	168	158	0	168	180.0
Waverly (T)	1,022	1,050	0	1,022	129.0
Westville (T)	1,299	1,287	0	1,299	35.6
St. Regis Indian Reservation	1,536	1,774	0	1,536	19.7

Continued on next page.......

---

[1] Parts in North Elba and St. Armand Towns, Essex County

POPULATION TABLE 3.2.1 continued:

	Total 1970	Total 1960	Urban 1970	Rural 1970	Area Square Miles, 1970
JEFFERSON COUNTY	88,508	87,835	34,676	53,832	1,294.0
Watertown (C)	30,787	33,306	30,787	0	9.2
Adams (T)	4,381	3,964	0	4,381	44.0
Alexandria (T)	3,515	3,574	0	3,515	73.4
Antwerp (T)	1,794	1,905	0	1,794	110.0
Brownville (T)	4,321	3,985	0	4,321	60.4
Cape Vincent (T)	1,748	1,756	0	1,748	57.2
Champion (T)	4,371	3,878	0	4,371	44.9
Clayton (T)	4,021	3,753	0	4,021	82.2
Ellisburg (T)	3,385	3,285	0	3,385	85.4
Henderson (T)	1,364	1,207	0	1,364	44.1
Hounsfield (T)	2,771	2,722	0	2,771	48.5
Le Ray (T)	3,973	3,627	0	3,973	75.0
Lorraine (T)	628	609	0	628	40.0
Lyme (T)	1,550	1,448	0	1,550	57.3
Orleans (T)	1,927	1,982	0	1,927	73.6
Pamelia (T)	1,894	1,414	0	1,894	35.7
Philadelphia (T)	1,355	1,297	0	1,355	38.6
Rodman (T)	772	765	0	772	42.6
Rutland (T)	2,448	2,229	0	2,448	46.0
Theresa (T)	1,754	1,635	0	1,754	66.3
Watertown (T)	3,026	2,492	0	3,026	36.9
Wilna (T)	6,538	6,809	3,889	2,649	79.1
Carthage (V)	3,889	4,216	3,889	0	2.0
Worth (T)	185	193	0	185	43.6
LEWIS COUNTY	23,644	23,249	3,671	19,973	1,291.0
Croghan (T)	2,559	2,697	0	2,559	182.8
Denmark (T)	2,359	2,214	0	2,359	51.3
Diana (T)	1,649	1,641	0	1,649	138.8
Greig (T)	774	693	0	774	94.9
Harrisburg (T)	431	423	0	431	39.8
High Market (T)	89	95	0	89	62.7

Continued on next page.......

POPULATION TABLE 3.2.1 continued:

	Total 1970	Total 1960	Urban 1970	Rural 1970	Area Square Miles, 1970
LEWIS COUNTY (Continued)					
Lewis (T)	649	587	0	649	66.3
Leyden (T)	1,677	1,715	0	1,677	34.0
Lowville (T)	4,754	4,635	3,671	1,083	38.9
Lowville (V)	3,671	3,616	3,671	0	1.7
Lyonsdale (T)	1,013	942	0	1,013	70.4
Martinsburg (T)	1,516	1,469	0	1,516	76.2
Montague (T)	58	76	0	58	65.2
New Bremen (T)	2,040	1,963	0	2,040	55.6
Osceola (T)	167	181	0	167	87.0
Pinckney (T)	319	357	0	319	41.9
Turin (T)	805	878	0	805	32.4
Watson (T)	1,072	781	0	1,072	114.9
West Turin (T)	1,713	1,905	0	1,713	39.7
ST LAWRENCE COUNTY	111,991	111,239	49,553	62,438	2,768.0
Ogdensburg (C)	14,554	16,122	14,554	0	4.7
Brasher (T)	2,410	2,536	0	2,410	92.4
Canton (T)	10,348	8,935	6,398	3,950	106.9
Canton (V)	6,398	5,046	6,398	0	1.4
Clare (T)	97	87	0	97	98.8
Clifton (T)	1,207	1,306	0	1,207	140.0
Colton (T)	1,249	1,195	0	1,249	254.1
De Kalb (T)	2,062	2,137	0	2,062	83.6
De Peyster (T)	769	759	0	769	43.9
Edwards (T)	1,219	1,366	0	1,219	50.9
Fine (T)	2,371	2,391	0	2,371	171.6
Fowler (T)	1,576	1,722	0	1,576	60.2
Gouverneur (T)	6,710	6,757	4,574	2,136	71.5
Gouverneur (V)	4,574	4,946	4,574	0	1.9
Hammond (T)	1,015	1,076	0	1,015	64.0
Hermon (T)	1,087	1,255	0	1,087	54.3
Hopkington (T)	884	1,032	0	884	188.3
Lawrence (T)	1,632	1,785	0	1,632	48.0
Lisbon	3,271	3,040	0	3,271	109.9

Continued on next page.......

POPULATION TABLE 3.2.1 continued:

	Total 1970	Total 1960	Urban 1970	Rural 1970	Area Square Miles, 1970
ST LAWRENCE COUNTY (Continued)					
Louisville (T)	2,727	2,520	160	2,567	59.6
Macomb (T)	813	881	0	813	64.5
Madrid (T)	1,635	1,623	0	1,635	53.4
Massena (T)	16,021	17,730	13,882	2,139	51.9
Massena (V)[2]	14,042	15,478	14,042	0	4.1
Morristown (T)	1,823	1,776	0	1,823	45.8
Norfolk (T)	4,701	4,590	0	4,701	57.8
Oswegatchie (T)	3,162	2,836	0	3,162	69.2
Parishville (T)	1,631	1,473	0	1,631	101.3
Piercefield (T)	422	420	0	422	106.8
Pierrepont (T)	1,726	1,523	0	1,726	61.2
Pitcairn (T)	607	647	0	607	60.4
Potsdam (T)	16,382	14,045	9,985	6,397	105.0
Potsdam (V)	9,985	7,765	9,985	0	4.0
Rossie (T)	643	649	0	643	39.0
Russell (T)	1,586	1,588	0	1,586	99.3
Stodkholm (T)	3,597	3,465	0	3,597	96.4
Waddington (T)	2,054	1,972	0	2,054	57.0

---

* The revised population and housing totals of the United States Bureau of the Census of the 1970 Census data.

[2] Part in Louisville town.

One major factor in the slow rate of population increase is the net out-migration which occurs in the District. Table III-2, "Age Distribution by County;" shows that 20.5% of the four county region's population is in the 25-44 year old age group as compared to 24.2% for New York State and 23.6% for the United States. Depressed economic conditions and inadequate opportunity compared with other parts of the state and nation have been the primary causes of the high rate of out-migration. A decline in agricultural employment, along with fewer other choices available for alternative employment, also have been contributing factors.

The figures in Table III-2 show that the regional total for the population in the age group 0-25 years is significantly higher than that for the State and for the U.S. According to an inventory of population trends and characteristics prepared by the St. Lawrence County Planning Board, it would be expected that this large population of youth would shift upward in time. The fact that this is not true for the region is attributed to the high rate of out-migration, a large family size, and large college population in St. Lawrencey County. The proportion of the population in the most productive age group, 24-44 years, is substantially below the average for New York State and for the United States.

TABLE 2.2.2

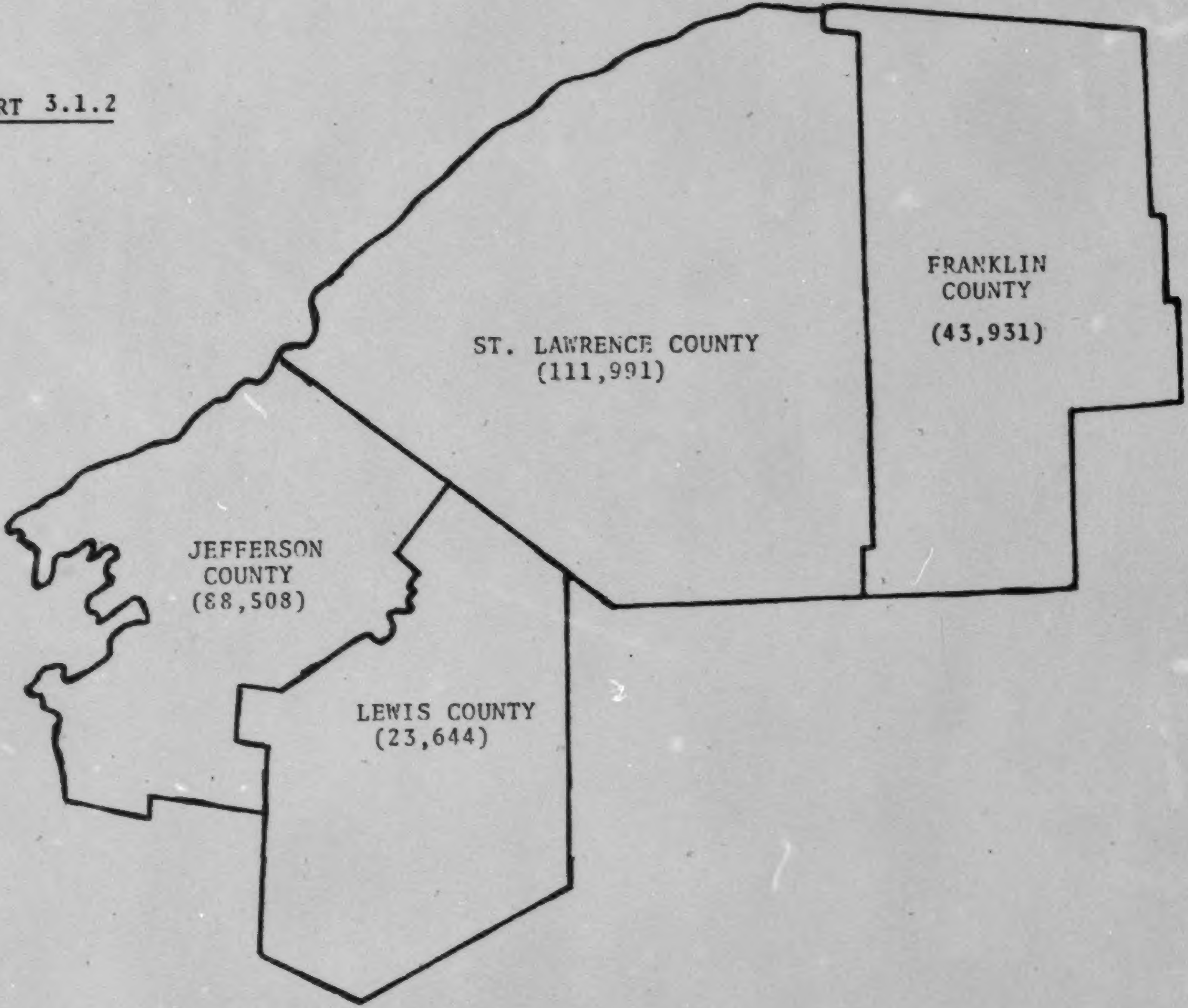
AGE DISTRIBUTION BY COUNTY 1970[1]

	Franklin	Jefferson	Lewis	St. Law.	N.Y. State	United States
Total Population	43,931	88,508	23,644	111,991	18,241,266	203,235,298
Median Age 1960	29.1	31.3	27.0	26.2		
Median Age 1970	26.5	28.7	25.8	24.5	30.3	28.1
% under 5	9.2	9.0	9.4	8.4	8.2	8.4
5 - 14	22.3	21.2	24.1	21.1	18.6	20.1
15 - 24	17.0	15.7	15.6	21.3	16.2	17.4
25 - 44	20.0	20.7	21.0	20.4	24.2	23.6
45 - 54	10.5	11.3	10.2	10.4	12.0	11.4
55 - 64	9.2	9.7	8.8	8.6	10.1	9.1
65 and Over	11.8	12.4	10.8	9.8	10.8	9.9
18 and Over	62.1	63.7	59.5	64.2	68.0	65.7

---

[1] N.Y. State Department of Commerce, Profile of People, Jobs and Housing in New York State, Business Fact Book, Part 2, 1974 Edition.

CHART 3.1.2


FRANKLIN COUNTY
(43,931)
ST. LAWRENCE COUNTY
(111,991)
JEFFERSON COUNTY
(88,508)
LEWIS COUNTY
(23,644)

3.3 SOCIO-ECONOMIC ANALYSES

3.3.1 LABOR

The total employment in the region was 89,293 in 1970 and 86,700 in 1965.

The percentage of the total population 16 years and over in the labor force is lower than that of the state and country. In all four counties, participation rates for females were substantially lower than state or national figures. In Lewis and Franklin counties, there are limited employment opportunities for women. The low participation rate for both men and women in St. Lawrence County has to do partly with the larger proportion of college students.

According to the 1970 Census of Population, over seven percent of the employed residents of Lewis County worked in Jefferson County and another two percent worked in St. Lawrence County. Relatively few residents of Jefferson and St. Lawrence Counties worked outside their home counties. Approximately ten percent of the work force in Franklin County work in St. Lawrence County.

The region's population is not racially diversified. Only 1.1% of the total population was non-white in 1970, compared with 4.8% in upstate New York as a whole. During the 1960-1970 decade, the non-white population of the region increased by 16.9% and in St. Lawrence County the increase was 109.2%. The large increase in that county was attributed to the recruiting efforts at the postsecondary institutions. Franklin County has over 72% of the region's non-white population. This is due to the presence of the St. Regis Mohawk Reservation which accounts for 72% of the region's non-white population.

In spite of the apparent gains in employment, the negative aspects of a rapidly increasing unemployment rate indicate the gravity of the districts employment situations.

3.3.2 ECONOMIC LEGEND

Although the region was one of the earliest to be traversed by Europeans, little settlement took place until 1800[1]. The area remained a true frontier until the war of 1812 because settlements were small and the land was sparsly occupied. Little was produced in the way of economic goods and the main reason for settling after 1812 was to consoli-

---

[1] Harry F. Landon, The North Country (Indianapolis: Historical Publishing Company, 1932), p. 137.

MAJOR URBAN AREAS IN THE FOUR COUNTIES

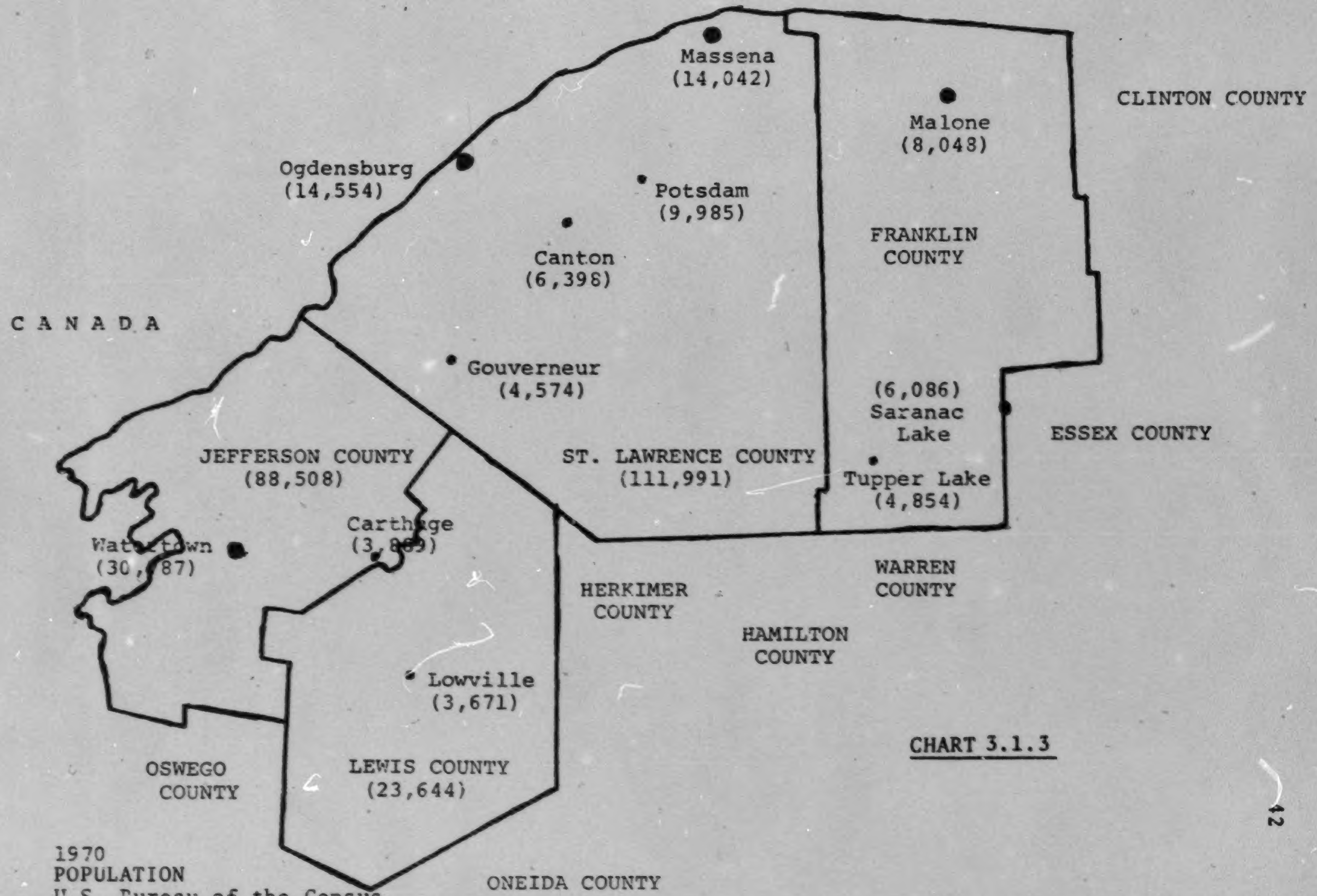

CLINTON COUNTY
ESSEX COUNTY
FRANKLIN COUNTY
Malone (8,048)
(6,086) Saranac Lake
Tupper Lake (4,854)
WARREN COUNTY
HAMILTON COUNTY
HERKIMER COUNTY
ONEIDA COUNTY
OSWEGO COUNTY
ST. LAWRENCE COUNTY (111,991)
Massena (14,042)
Potsdam (9,985)
Canton (6,398)
Gouverneur (4,574)
Ogdensburg (14,554)
CANADA
JEFFERSON COUNTY (88,508)
Watertown (30,[illegible]87)
Carthage (3,8[illegible]9)
LEWIS COUNTY (23,644)
Lowville (3,671)

CHART 3.1.3

1970
POPULATION
U.S. Bureau of the Census

date the area with the U.S. rather than lose it to Canada.

The opening of the Erie Canal to the South in 1825 helped to further isolate the area economically as goods moved to the West rather than toward the St. Lawrence area. Nor did railroads improve the situation for the same reason. The St. Lawrence and Adirondack areas were off the beaten path even then, and showed little evidence of traffic generating capacity[2].

Water transportation has always been important to the economy of the district. Access to the early settlements was entirely dependent upon Lake Ontario and the St. Lawrence River. The Black River Canal operated from 1855 to 1926, providing low cost water transportation through Lewis County. Sackets Harbor and Ogdensburg were the principal ports, furnishing access to the Great Lakes.

After the Civil War, forests and water became a basis for the region to actively enter into the exchange economy of the U.S. As the local supply of money increased so did manufacturing ventures and agricultural activity, particularly dairy products. By 1880, the St. Lawrence Area was the cheese manufacturing center of the nation. From 1860 to 1919 development proceeded based on the exploitation of forest, water, mineral and agricultural resources.

The earlier decades of the 1900's saw industrial expansion with the smelting of Aluminum, paper mills, specialized machinery, milk production, and consolidation of local utilities with larger companies. Since 1930, further assimilation of local firms into nationwide manufacturing concerns and new plants entering the areas helped to bolster the economy but it has always lagged behind the N.Y. State and the U.S. economic growth.

Water resources have played an important part in the economy of the district and are a major asset from the viewpoint of future development. Water power on the St. Lawrence River was instrumental in the establishment of an aluminum manufacturing complex in Massena and is a major factor in the availability of inexpensive electric power throughout the district. Lake Ontario, the St. Lawrence River and the St. Lawrence Seaway combine to form a major transportation corridor with great potential for the establishment of water-based industry. Construction of the St. Lawrence Seaway has made the small canal type vessels and the 10,000 ton lake vessels formerly using these ports obsolete. The ocean-going cargo ships and lakers now prevalent require 27-foot depths and modern cargo- andling facilities that are available at the Port of Ogdensburg. This waterway, together with the many lakes and streams in the district, has helped to make recreation and tourism a major activity. Polution of these bodies of water by municipal and industrial wastes is a major problem, limiting the present recreational potential.

---

[2] Thompson and Jennings, Manufacturing in the St. Lawrence Region, (Syracuse University Press, 1958), p.8.

A poor location, a late start, and early sectionalism has taken its toll. Even the seaway and power projects of the 1950's did not prove to improve the area economically as the economic boom of the 50's subsided when the construction was completed. It has remained one of the least manufactured and most agricultural parts of the New York State.[3]

3.3.3 EMPLOYMENT

The economy of the North Country has been based on the development of its abundant natural resources. About one-quarter of its working population is employed in manufacturing. The forests and hundreds of lakes and streams provide raw materials and an ample water supply for the principal manufacturing industries. Primary metals, paper, and paper products are the major employers in the region. In St. Lawrence County, Massena has had a primary metals plant since 1902 and remains the center for that industry. Paper manufacturing plants are distributed throughout Jefferson, Lewis, and St. Lawrence counties. However, the near depletion of the forests and the establishment of the Adirondack forest preserve have cause problems for the wood and paper industries in these counties.

In addition to primary metals, paper and paper products manufacturing, and mineral deposits make St. Lawrence County a primary mining section of New York.

Franklin County's leading industries are leather products, wood products, food processing, and apparel manufacturing.

Jefferson is the only county in the region which does not rely so heavily on natural resources for its industries. Watertown, the center of Jefferson County, has manufacturers of transportation equipment, machinery, and surgical supplies.

The district's four counties make up three labor market areas -- the Lowville area (Lewis County), the Watertown area (Jefferson County) and the Ogdensburg-Massena-Malone area (*St. Lawrence and Franklin Counties*). The combining of St. Lawrence and Franklin Counties into a single labor market area results primarily from the fact that a large number of residents of northern Franklin County work in the aluminum plants in Massena. There is also a substantial amount of commuting between the two other counties in the region, despite the fact that they are separately defined labor market areas.

---

[3] IBID pg 11. . .

The major non-manufacturing sources of employment are wholesale and retail trade, professional and related services, services, and agriculture. Important retail trading centers which reported sales of more than $20 million in 1967 were Malone, Massena, Ogdensburg, and Potsdam. Because much of the retail and service employment in the four counties is a result of recreation and tourism, it tends to be seasonal.

Those employed in goverment jobs in the four county area forms a higher percentage than either the state or U.S. figure. Two state institutions, one in Ogdensburg and another at Tupper Lake, as well as one Federal Institution, Camp Drum Military Reservation in Jefferson County, are sources of government employment.

Farming is one of the principal economic activities in the district. In 1969, St. Lawrence and Jefferson counties ranked first and second in dairy farming in New York State making the northern area one of the leading agricultural regions in the state.

In 1969 about 30% of the land in the 4-county area was in farms. In the last decade, both agricultural acreage and the number of farms have decreased from 10,670 to 5,506 in 1969, but the average farm size has increased. This reflects a nationwide trend because operators of small farms find it difficult to keep up with technological advances which usually require large capital outlays.

The sale of dairy products account for three fourths of all sales of farm products in the region. Many persons are also employed in manufacturing plants in the county which process and package milk, cheese, and other dairy products. Milk is shipped daily in bulk to major metropolitan markets in the northeast.

Sale of livestock products other than dairy and poultry products, make up the second ranking source of farm income. This is, however, a by-product of dairying activity and consists mainly of sales of cattle and calves.

Substantial amounts of oats and potatoes are harvested in Franklin County. In the other three counties, oats is the leading field crop except for acreages of hay crop and corn for silage.

Poultry raising is an important agricultural activity but this has been affected by the decline in small marginal farms. Between 1964 and 1969, the numbers of chickens sold decreased by approximately 30%.

Franklin and Lewis counties are major producers of Christmas Trees while Lewis and St. Lawrence counties are substantial maple syrup producers. Other sources of farm income come from the sale of firewood, pulpwood, and veneer logs.

From 1965 to 1970 the agricultural employment dropped by over 4,000 with scattered losses also in nonagricultural employment. Moderate employment gains occurred, however, in manufacturing, construction, public utilities, trade and finance, insurance and real estate.

To be in the labor force a person must be either employed or seeking employment. Many people, especially women and older adults, enter the job market in response to available jobs. These persons tend to leave the labor force after a prolonged period of unemployment in which they were unable to obtain work.

The unemployment rate in the region has contributed to the low participation in the labor force. The average unemployment rate in 1974 was 8.7%. Lewis County was lowest at 7.1% and Franklin at 12.7%. The Black River - St. Lawrence Report notes that recent shortages which have escalated unemployment in more urban areas, have been evident for at least a year in the economy of the North Country.

TABLE 3.3.1

LABOR FORCE BY OCCUPATION GROUPS
PERCENTAGE OF EMPLOYED PERSONS[1]

	Frank-lin	Jeff-erson	Lewis	St. Law.	N.Y.	U.S.
Number Employed	13,693	31,753	8,057	35,790	7,124,001	76,553,599
Professional, Tech.	13.9	13.5	11.8	15.3	16.7	14.8
Farmers, Farm Mgrs.	4.4	4.3	10.7	4.7	0.6	1.9
Managers, Adm.	7.2	7.8	6.4	6.8	8.5	8.3
Clerical	12.7	15.4	9.5	13.9	22.4	18.0
Sales	5.9	6.7	3.8	5.2	7.5	7.1
Craftsmen, Foremen	12.9	14.7	14.7	13.6	12.2	13.9
Operatives	18.2	17.5	19.9	17.1	15.1	17.6
Service Workers						
Household	1.9	2.2	3.0	1.5	1.1	1.5
Others	16.5	11.9	9.1	15.5	11.9	11.3
Laborers (incl. Farm)	6.4	5.9	11.1	6.3	4.0	5.7

---

[1] N.Y. State Department of Commerce, Business Fact Book, 1974 Edition Profiles of People, Jobs, and Housing

TABLE 3.3.2

EMPLOYMENT CHARACTERISTICS

CLASS OF WORKER BY COUNTY[1]

	Franklin	Jefferson	Lewis	St. Law.
Total Workers 16 and Over	13,393	31,753	8,057	35,790
Female Employed	3,251	11,854	2,732	12,317
Private Wage/Salary Wkrs.	3,766	8,674	1,601	7,683
Government Workers	1,200	2,350	901	3,825
Local Government	563	1,494	628	1,671
Self Employed	252	605	167	658
Unpaid Family Workers	33	228	63	151
Male Employed	8,442	19,896	5,325	23,473
Private Wage/Salary Wkrs.	5,451	13,631	3,264	15,927
Government Workers	1,654	3,248	751	4,408
Local Government	684	1,487	440	1,661
Self Employed	1,285	2,908	1,215	2,997
Unpaid Family Workers	52	109	95	141

---

[1] U.S. Bureau of the Census, N.Y. State 1970 General Social and Economic Characteristics.

TABLE 3.3.3

EMPLOYMENT CHARACTERISTICS

AGRICULTURAL

	Franklin	Jefferson	Lewis	St. Law.
Female Employed in Agri.	34	220	138	196
Wage or Salary Wkrs.	12	34	40	110
Self-Employed Wkrs.	22	93	49	60
Unpaid Family Wkrs.	-	93	49	20
Male Employed in Agri.	925	1,868	1,222	2,383
Wage or Salary Wkrs.	320	530	332	703
Self-Employed Wkrs.	582	1,252	800	1,574
Unpaid Family Wkrs.	23	86	90	86

TABLE 3.3.4

OCCUPATION AND EARNINGS

FOR COUNTIES 1970

Occupation	Franklin	Jefferson	Lewis	St. Law.
Total employed, 16 & Over	13,693	31,753	8,057	35,790
Professional, Technical & Kindred Workers	1,908	4,295	953	5,493
Engineers	20	328	48	323
Physicians, Dentists & Related Practitioners	82	176	31	218
Health Workers, Except Practitioners	301	736	102	776

Table III-6 (continued on next page):

---

[1] U.S. Bureau of the Census, N.Y. State 1970 General Social and Economic Characteristics.

TABLE 3.3.4

OCCUPATION AND EARNINGS FOR COUNTIES: 1970-CONTINUED:

Occupation	Franklin	Jefferson	Lewis	St. Law.
Teachers, Elementary & Secondary Schools	765	1,320	409	1,566
Technicians Except Health	93	418	58	314
Other Professional Wkrs.	647	1,317	305	2,296
Managers and Administration, Except Farm	991	2,481	513	2,451
Salaried: Manufacturing	77	256	80	198
Retail Trade	223	605	95	581
Other Industry	459	1,062	165	1,164
Self Employed:				
Retail Trade	160	350	109	299
Other Industry	72	208	64	209
Sales Workers	808	2,121	310	1,860
Retail Trade	640	1,346	184	1,409
Other Than Retail Trade	168	775	126	451
Clerical and Kindred Wkrs.	1,738	4,887	762	4,989
Craftsmen, Foremen & Kindred Wkrs.	1,768	4,674	1,185	4,857
Auto Mechanics, Including Body Repairmen	160	598	102	473
Mechanics and Repair-Except Automobile	263	614	204	600
Metal Craftsmen, Except Mechanics	82	488	69	480
Construction Craftsmen	593	1,238	380	1,508
Other Craftsmen	670	1,736	430	1,796
Operatives, Except Transport	1,868	4,001	1,230	4,500

TABLE 3.3.4

OCCUPATION AND EARNINGS FOR COUNTIES: 1970-CONTINUED

Occupation	Franklin	Jefferson	Lewis	[illegible]. Law.
Durable Goods Mfg.	616	1,915	345	2,045
Nondurable Goods Mfg.	899	1,380	698	1,074
Nonmanufacturing Ind.	353	706	187	1,381
Transport Equipment Operatives	618	1,554	371	1,606
Laborers, Except Farm	582	1,275	407	1,531
Construction Laborers	116	314	79	358
Freight, Stock, and Material Handlers	176	452	132	475
Other Laborers, Except Farm	290	509	196	698
Farmers and Farm Managers	600	1,370	860	1,673
Farm Laborers and Farm Foremen	298	612	490	739
Service Workers, Except Private Household	2,256	3,793	736	5,564
Cleaning Service Workers	381	811	155	1,127
Food Service Workers	731	1,351	294	1,997
Health Service Workers	491	607	101	947
Personal Service Workers	263	502	69	615
Protective Service Wkrs.	237	357	94	490
Private Household Workers	258	690	240	527
Female employed, 16 & Over	5,251	11,857	2,732	12,317
Professional, Technical & Kindred Workers	948	2,017	532	2,477
Nurses	195	525	75	564
Health Workers, Except Nurses	63	192	19	158

TABLE 3.3.4

OCCUPATION AND EARNINGS FOR COUNTIES: 1970-CONTINUED

Occupation	Franklin	Jefferson	Lewis	St. Law.
Teachers, Elementary And Secondary	447	836	298	1,109
Technicians, Except Health	6	30	-	25
Other Professional Wkrs.	237	434	140	621
Managers & Administrators Except Farm	198	444	130	453
Sales Workers	324	762	122	866
Retail Trade	309	695	109	815
Other than retail Trade	15	67	13	51
Clerical and Kindred Workers	1,297	3,484	566	3,507
Bookkeepers	277	566	59	481
Secretaries, Stenographers & Typists	333	1,264	171	1,563
Other Clerical Workers	657	1,654	326	1,463
Craftsmen, Foremen and Kindred Workers	102	239	67	183
Operatives, Except Transport	794	1,427	384	728
Durable Goods Mfg.	22	675	110	148
Nondurable Goods Mfg.	691	494	229	292
Nonmanufacturing Ind.	81	255	45	288
Transport Equipment Operatives	32	47	34	166
Laborers, Except Farm	69	113	48	123
Farmers & Farm Managers	22	93	49	41
Farm Laborers & Foremen	5	118	89	69
Service Workers, Except Private Household	1,237	2,442	471	3,247

TABLE 3.3.4

OCCUPATION AND EARNINGS FOR COUNTIES: 1970-CONTINUED

Occupation	Franklin	Jefferson	Lewis	St. Law:
Cleaning Service Workers	140	268	56	367
Food Service Workers	471	1,061	254	1,434
Health Service Workers	397	573	95	734
Personal Service Workers	165	396	43	442
Protective Service Wkrs.	5	29	-	32
Private Household Workers	253	671	240	507
Male Employed, 14 and 15 Years Old	84	274	155	227
White Collar Workers	17	89	11	101
Blue Collar Workers	24	62	33	31
Farm Workers	34	113	91	84
Service Workers, Including Private Household	9	10	20	11
Female Employed, 14 & 15 Years Old	81	80	75	119
White Collar Workers	23	40	4	31
Blue Collar Workers	-	9	-	5
Farm Workers	-	3	9	7
Service Workers, Except Private Household	25	5	10	28
Private Household Workers	33	23	52	48

3.3.4 INCOME

The median income in each of the four counties was well below both state and national averages - a larger proportion of families have annual incomes of under $3,000 and a much smaller proportion of families have incomes of $10,000 or more. According to the Black River - St. Lawrence Economic District Report, two factors contribute to the low family income. One is the highly seasonal nature of employment and the resulting dependence on unemployment insurance. Second is the economic structure in the region which calls for a large percentage of jobs for unskilled or semi-skilled labor.

The differential between regional and state per capita incomes is more pronounced than between family incomes. In per capita income, three of the four counties in the region rank at the low end among the 53 upstate counties. Jefferson ranks 31st while Lewis, Franklin, and St. Lawrence rank 50, and 53 respectively.

Average weekly earnings in private firms covered by unemployment insurance (total payrolls divided by average employment) was $125 in 1970. This was well below the New York State average of $160. In each of five industrial categories, the district average was below that for the state. St. Lawrence County had the highest average manufacturing earnings in the district. Relatively high wages at the aluminum plants in Massena are primarily responsible for this. There is no discernible pattern which would lead to the conclusion that one county leads the others in earnings. Lewis County has the highest earnings for Retail Trade, Franklin for wholesale, Jefferson in services and St. Lawrence is the only county in the district which has recorded earnings for mining.

TABLE 3.3.5

FAMILY INCOME BY COUNTY 1970[1]

	Franklin	Jefferson	Lewis	St. Law.	N.Y. State
Number of Families	10,185	21,966	5,508	24,911	4,609,638
Median Family Income					
1960	$4,639	$5,261	$4,960	$5,421	$6,317
1970	$7,870	$8,696	$8,053	$8,667	$10,617

[1] U.S. Bureau of the Census, 1970 N.Y. State General Social and Economic Characteristics.

TABLE 3.3.6

FAMILY INCOME BY COUNTY 1970[1]

	Franklin		Jefferson		Lewis		St. Lawrence	
	#	%	#	%	#	%	#	%
Percent Under $3000	1,328	13.0	2,045	9.3	675	12.3	2,428	9.8
3,000-4,999	1,385	13.6	2,490	11.3	581	10.5	2,651	10.6
5,999-6,999	1,635	16.1	3,327	15.2	983	17.8	3,666	14.7
7,000-9,999	2,588	25.4	5,435	24.7	1,399	25.4	6,367	25.6
10,000-11,999	1,080	10.6	2,974	13.5	770	14.0	3,336	13.3
12,000-14,999	1,011	9.9	2,842	12.9	484	8.8	3,047	12.2
15,000-24,999	933	9.2	2,378	10.8	450	8.1	2,735	10.9
25,000 49,999	214	2.1	378	1.7	151	2.7	616	2.4
50,000 or More	11	.001	97	.4	15	.2	65	.2

[1] U.S. Bureau of the Census, 1970 N.Y. State General Social and Economic Characteristics.

TABLE 3.3.7

FAMILY INCOME BY COUNTY 1970[1]

	Franklin	Jefferson	Lewis	St. Law.
Mean Income	$8,643	$9,516	$9,025	$9,617
Families w/Female Head	1,186	2,270	419	2,314
Mean Income	$5,404	$5,901	$7,154	$5,979
Per Capital Inc. of pers.	$2,262	$2,641	$2,326	$2,453
Farm Family Median Income:				
1960	$4,226	$4,512	$3,914	$4,080
1970	$7,988	$8,102	$7,352	$9,112

TABLE 3.3.8

FAMILY INCOME BY COUNTY 1970[1]

Type	Franklin	Jefferson	Lewis	St. Law.
All Families	10,185	21,966	5,508	24,911
With Wage or Salary Income	8,547	18,555	4,335	21,178
Mean Wage or Sal. Income	7,869	8,720	8,254	9,038
With Nonfarm Self-employment Income	1,056	2,706	709	2,442
Mean Nonfarm Self-employment Income	6,589	6,491	6,073	6,658
With Farm Self-employment Income	720	1,472	916	2,024
Mean Farm Self-employment Income	4,388	4,519	5,138	4,732

---

[1] U.S. Bureau of the Census, 1970 N.Y. State General Social and Economic Characteristics.

[1]FAMILY INCOME BY COUNTY 1970-TABLE 3.3.8 CONTINUED:

Type	Franklin	Jefferson	Lewis	St. Law.
With Social Security Income	2,548	5,078	1,355	5,269
Mean Social Security Income	1,647	1,656	1,568	1,671
With Public Assistance or Public Welfare Income	395	928	220	1,318
Mean Public Assistance or Public Welfare Inc.	1,525	1,442	1,172	1,378
With Other Income	2,989	7,933	1,783	7,303
Mean Other Income	1,960	1,674	1,421	1,601
Families, Income Less Than Poverty Level	1,453	2,171	690	2,669
Number On Old Age Asst.	246	367	101	459
Number Of Aid To Family With Dependents	458	741	101	1,158
Total Cases Of Public Assistance	1,060	1,785	335	2,676

---

[1] U.S. Bureau of Census, 1970 by State General Social & Economic Characteristics.

INCOME[1]

TABLE 3.3.9

C = City T = Town V = Village	Persons 14 Years Old and Over		
		With Income	
	Total Number	Number	Median Income
New York State	13,695,674	10,424,817	$4,920
Upstate New York[2]	4,842,781	3,713,322	4,399
Northern Area	268,704	197,504	3,593
Clinton County	51,395	37,063	3,598
Plattsburgh (C)	14,467	11,480	2,840
Essex County	24,980	19,029	3,762
Franklin County	31,084	22,901	3,383
Jefferson County	63,701	48,855	3,747
Watertown (C)	22,980	18,221	3,764
Lewis County	16,317	11,710	3,821
St. Lawrence County	81,227	57,946	3,422
Massena (V)	10,105	6,909	5,104
Ogdensburg (C)	10,897	7,985	3,693

[1] Income of Persons, 1969 Source: United States Bureau of the Census, United States Census of Population: 1970.

[2] Excludes New York City and Nassau, Putnam, Rockland, Suffolk and Westchester counties.

INCOME

TABLE 3.3.10

	INCOME GROUPS-PERCENTAGE OF NUMBER WITH INCOME[1]								
	Loss or Under $1,000	$1,000 -1,999	$2,000 -3,999	$4,000 -5,999	$6,000 -7,999	$8,000 -9,999	$10,000 -14,999	$15,000 -24,999	$25,000 Or More
New York State	14.6	12.5	16.3	15.0	13.3	9.7	11.8	4.7	2.1
Upstate New York[2]	17.1	13.6	16.5	14.3	13.1	9.7	10.9	3.6	1.2
Northern Area	20.2	15.1	18.2	14.8	12.4	8.6	7.7	2.2	0.7
Clinton County	20.2	15.6	17.6	14.6	12.9	8.5	7.5	2.4	0.7
Plattsburgh (C)	24.1	19.0	15.8	12.4	11.0	6.6	7.5	2.8	0.9
Essex County	20.2	14.1	17.7	16.3	12.5	9.3	7.0	2.1	0.8
Franklin County	20.9	14.7	20.8	15.4	11.8	8.1	6.0	1.8	0.5
Jefferson County	17.7	15.1	19.6	15.4	12.7	8.6	8.3	2.0	0.6
Watertown (C)	16.6	16.5	19.1	15.6	12.5	8.3	8.2	2.4	0.7
Lewis County	20.4	14.2	17.0	17.4	14.2	8.4	5.3	2.1	1.1
St. Lawrence County	22.1	15.6	16.7	13.2	11.7	8.8	8.7	2.5	0.8
Massena (V)	15.2	12.3	16.2	12.0	13.6	13.0	13.8	3.2	0.7
Ogdensburg (C)	18.0	16.3	18.7	18.6	13.2	6.8	7.0	1.1	0.3

[1] Income of Persons, 1969 Source: United States Bureau of the Census, United States Census of population: 1970.

[2] Excludes N.Y. City, and Nassau, Putnam, Rockland, Suffolk and Westchester Counties.

TABLE 3.3.11

HOUSING 1970[1]

	HOUSING UNITS				Percent of All Year-round Units					
		Occupied			Structure Blt.					
	Total Number	Number	% Owner Occu-pied	Season ally Vacant	1960-March 1970	1940 to 1959	1939 Or Earl ier	All Plumb-ing Facil-ities	More Than One Bath-Room	Central Heating or Blt. In Elec. Units
Franklin County	16,221	12,907	71.3	1,585	10.5	12.4	77.1	84.9	17.[illegible]	74.8
Jefferson County	34,698	27,435	69.4	5,165	11.4	11.5	77.2	92.3	20.1	87.5
Lewis County	8,965	6,633	80.3	1,612	10.2	10.0	79.3	86.5	24.1	84.0
St. Law. County	36,738	30,354	74.1	4,039	13.3	18.7	68.0	90.3	19.1	82.8

---

[1] Housing, 1970 source: United States Bureau of the Census, United States Census of Housing: 1970

TABLE 3.3.12

HOUSING 1970[1]

	HOUSEHOLDS (OCCUPIED HOUSING UNITS)-RENT OR VALUE						
	Rented Housing Units						
	Median Contract Rent Monthly	Median Gross Rent	% Reporting Specified Gross Rent				
			Under $80	$80-99	$100-149	$150-199	$200 or More
Franklin County	58	79	55.2	25.0	17.8	1.4	0.6
Jefferson County	68	86	47.8	23.7	24.0	4.3	0.2
Lewis County	57	79	60.7	21.6	17.3	0.0	0.4
St. Law. County	69	98	38.3	19.8	33.7	6.6	1.7

TABLE 3.3.13

HOUSING 1970[1]

	Owner Occupied 1-Family Structures					
		Percentage Reporting Specified Value				
	Median Value	Under $15,000	$15,000-24,999	$25,000-34,999	$35,000-49,999	$50,000 Or More
Franklin County	9,600	76.8	18.6	3.1	0.9	0.5
Jefferson County	11,000	70.7	21.3	5.0	2.2	0.9
Lewis County	9,800	77.1	18.7	3.4	0.7	0.1
St. Law. County	10,900	70.3	22.1	5.6	1.6	0.4

---

[1] Housing 1970 source: United States Bureau of the Census, United States Census of Housing: 1970.

TABLE 3.3.14

HOUSING 1970[1]

	YEAR ROUND HOUSING UNITS				
	Percent in Structures with				% in Mobile Homes
	One Housing Units	Two Housing Units	3-9 Housing Units	10-More Housing Units	
Franklin County	73.8	9.7	9.3	2.7	4.4
Jefferson County	65.4	14.6	10.6	3.2	6.3
Lewis County	78.9	10.4	4.5	0.9	5.3
St. Law. County	75.8	7.9	6.9	2.7	6.6

TABLE 3.3.15

HOUSING 1970[1]

	HOUSEHOLDS (OCCUPIED UNITS)					
	Percent by Yr. Mvd.In.			% by # Autos. Avail.		
	1965-March, 1970	1950-1964	1949 or Earlier	None	One	Two or More
Franklin County	40.2	33.2	26.5	19.9	60.4	19.7
Jefferson County	41.5	35.0	23.5	16.1	56.6	27.3
Lewis County	33.2	35.9	30.9	10.8	60.8	28.4
St. Law. County	40.5	33.6	25.9	11.3	61.5	27.2

[1] Housing 1970 source: United States Bureau of the Census, United States Census of Housing: 1970.

3.3.5 HOUSING

According to the 1970 census figures, the percentage of homes in the four-county region built in or before 1939 is a much higher percentage than for the rest of New York State or the United States. In fact, 74.0% of all the houses in the North Country were constructed in 1939 or before. This is compared to 55.6% for New York State and 40.6% for the U.S. Since 1939, however, home construction has fallen to a much slower rate than that of the state and the country. For the period between 1940-1959, the percentage of new house construction was 11.1. This is less than half the percentage for the state and less than a third of the U.S. figure. The 1960-1970 figures show a slow down in construction in general with the North Country still behind. The figures are 11.9% for the region, 16.8% for New York, and 25.0% for the U.S.

The overall quality of housing in the district appears to be below state and national averages. This is undoubtedly partially because the construction of so much of the housing dates back to at least 1939. In addition, further conclusions must be tempered by the fact that nearly 12% of all units in the district were seasonally vacant in 1970 compared with 2% for New York State.

(See Tables 3.3.10, 3.3.11 and 3.3.12)

3.4 EDUCATION

The educational level attained by adults in the North Country is not completely consistent with the state or the nation. The median school years completed by males in the region is lower than the state's median years completed. Since the median is under 12 years completed this means that fewer males graduated from high school. The median for females is slightly higher but still not as high as New York State or the U.S. median.

The four-county region has a lower percentage (4.4%) of those who have completed 4 years of college than in N.Y. State as a whole (6.2%). An even lower percentage in the region has five years of college or more. Of the four counties, St. Lawrence has the highest percentage with 4.6% while the N.Y. State percentage is 5.6%. One reason for this low percentage of graduate level degrees could be the fact that there are extremely limited opportunities for graduate-level work.

All three four-year colleges offer master's programs in selected fields but only Clarkson offers doctoral programs (in chemical engineering, chemistry, and physics). The

State University College at Potsdam offers master's programs in education, music, education, biology, chemistry, English, mathematics, and music. Graduate students at St. Lawrence are enrolled in either education or psychology.

This situation can adversely affect the region. Professional people may hesitate to settle here because of the inadequate availability of advanced degrees and courses. The lack of graduate level personnel and facilities for research and consultant services also deters scientific and other research-oriented industry from locating in the area.

TABLE 3.3.16

YEARS OF EDUCATION BY COUNTY[1]

	Franklin	Jefferson	Lewis	St. Law.	District	N.Y. State
Tot. Persons 25 Yrs. & Over	22,642	47,856	12,039	55,002	137,539	
Median Schl. Yrs. Comp. Tot. 1960						
Male	8.8	10.1	9.6	9.6		10.6
Female	10.1	11.2	10.6	10.9		10.7
Tot. 1970	11.2	12.7	11.5	12.0	12.0	12.2
Male	10.5	12.0	10.9	11.7	11.5	12.1
Female	11.7	12.2	11.7	12.1	12.0	12.1

---

[1] U.S. Bureau of Census, 1970 N.Y. State General Social and Economic Characteristics.

TABLE 3.3.17

YEARS OF EDUCATION BY COUNTY[1]

	Franklin		Jefferson		Lewis		St. Law.		District		N.Y. State	
Yrs. Comp 1970	#	%	#	%	#	%	#	%	#	%	#	%
0-4 Yrs.	1,155	5.1	880	1.8	234	1.9	1,359	2.4	3,628	2.6	549,980	5.3
5-12 Yrs	17,805	78.6	38,328	80.1	10,036	83.4	41,951	76.3	108,120	78.6	7,632,412	75.2
13 & Over	3,682	16.3	8,648	18.1	1,760	14.7	11,692	21.3	25,791	18.8	2,236,102	21.4

TABLE 3.3.18

YEARS OF EDUCATION BY COUNTY[1]

	Franklin		Jefferson		Lewis		St. Law.		District		N.Y.
	#	%	#	%	#	%	#	%	#	%	%
4 Yrs. High Schl.	6,452	28.5	16,941	35.4	3,840	31.9	16,391	29.8	43,624	31.72	31.72
1-3 Yrs. College	2,060	9.1	5,121	10.7	1,011	8.4	6,435	11.7	14,627		10.63
4 Yrs. College	974	4.3	2,106	4.4	482	4.0	2,695	4.9	6,257		4.55
5 or More Yrs. of College	634	2.8	1,436	3.0	277	2.3	2,530	4.6	4,877		3.55
Dropout Rate		4.6		5.6		2.8		3.2			5.6

---

[1] U.S. Bureau of Census, 1970 N.Y. State General Social and Economic Characteristics.

CHAPTER 4. SOURCES OF CONTINUING EDUCATION

4.1 NEWSPAPER SURVEY....................................66

4.2 THE PROVIDERS OF ADULT CONTINUING EDUCATION...74

4.2.1 THE FORMAL INSTITUTIONS...........................74

4.2.1.1 Mater Dei...74

4.2.1.2 Clarkson College..................................76

4.2.1.3 A.T.C...78

4.2.1.4 St. Lawrence University...........................80

4.2.1.5 State University College at Potsdam-SUCP......81

4.2.1.6 North Country Community College: N.C.C.C......85

4.2.1.7 Paul Smith's College..............................88

4.2.1.8 Jefferson Community College.......................90

4.2.1.9 Wadhams Hall Seminary College.....................96

4.2.1.10 The Board of Cooperative Educational Services (BOCES)...96

4.2.2 ACADEMIC PROGRAMS OF STUDY........................97

4.2.3 CONTINUING EDUCATION CREDIT PROGRAMS OFFERED IN THE FALL OF 1974...........................104

4.2.4 INSTITUTIONAL POLICY.............................105

4.2.5 EXTENSION CENTERS.................................108

4.2.6 ADMINISTRATION....................................115

4.2.7 ADMINISTRATIVE STAFF..............................117

4.2.8 POLICY MAKING.....................................119

4.2.9 PLANS FOR EXPANSION...............................120

4.2.10 SUCCESS AND FAILURE...............................124

4.2.11 COOPERATION BETWEEN INSTITUTIONS.............127

4.2.12 COST FOR CONTINUING EDUCATION STUDENTS AND BUDGETARY....................................129

4.2.13 FACTORS THAT DETERMINE INTRODUCTION OF CONTINUATION AND TERMINATION OF PROGRAMS....132

4.2.14 PERCEIVED AREAS OF COMPETITION AS SEEN BY THE INSTITUTIONAL ADMINISTRATORS............133

4.2.15 HOURS AT WHICH CONTINUING EDUCATION CLASSES ARE OFFERED AND THE AVERAGE STUDENTS IN ATTENDANCE IN THE FALL OF 1974..............135

4.2.16 THE ATTITUDE OF REGULAR FACULTY MEMBERS TOWARD PARTICIPATION IN EVENING COURSES AND CONTINUING EDUCATION.........................136

4.2.17 RECRUITING AND ADMISSIONS..................139

4.2.18 ADMISSION REQUIREMENTS.....................141

4.2.19 ACTIVE POOL OF STUDENTS....................142

4.2.20 TRANSFER POLICIES..........................142

4.3 INDEPENDENT STUDY AND EXTERNAL DEGREES......144

4.3.1 REGENTS EXTERNAL DEGREE....................144

4.3.2 EMPIRE STATE COLLEGE.......................147

4.3.3 CORRESPONDENCE COURSES.....................150

4.3.4 PROFICIENCY TESTS..........................151

4.3.4.1 College Level Examination Program (CLEP)....151

4.3.4.2 College Proficiency Examination Programs (CPEP)....................................152

4.3.4.3 High School Equivalency Examination.........153

CHAPTER 4. SOURCES OF CONTINUING EDUCATION

4.1 NEWSPAPER SURVEY

Local newspapers are fair indicators of the activities in a community. So a general survey of the newspapers in the region was made to identify organizations that are formally or informally involved in continuing education.

In the Four-County region there are approximately 18 newspapers with a total circulation of 109,103 copies. Of the 18 papers the "Watertown Times", which has a reported circulation of about 41,000 copies in the four counties, is the only regional paper in the North Country. Thus, a survey of all the issues of the Watertown Times for a whole year of 1974-75 was made. The Watertown Times is published in Watertown, Jefferson County, five days (Mon.-Fri.) a week.

1975 AYER DIRECTORY OF PUBLICATIONS-PHILADELPHIA, PA 19106

Daily Newspapers:

Franklin County		
Adirondack Enterprise[1]-Saranac Lake	Evenings except Sat. & Sun.	6,284
Malone Telegram[1]-Malone	Evenings	5,856
Jefferson County		
Watertown Times -Watertown	Except Sat & Sun.	40,976
St. Lawrence County		
Journal -Ogdensburg	Evenings except Sat. & Sun.	6,284

Weekly Newspapers:

Franklin County		
Free Press & Herald -Tupper Lake	Wednesdays	3,595
Courier -Tupper Lake	Fridays	1,500
Record Democrat -Chateaugay	Thursdays	1,902

---

[1] 1970 Editor and Publisher International Yearbook

Weekly Newspapers-Continued:

Jefferson County

Jefferson County Journal -Adams	Wednesdays	3,004
Thousand Islands Sun -Alexandria Bay	Thursdays	4,823
Republican Tribune -Carthage		3,040

Lewis County

Journal and Republican -Lowville	Wednesdays	5,102

St. Lawrence County

Courier Freeman -Potsdam	Tuesdays	4,949
St. Lawrence Plaindealer -Potsdam	Wednesdays	3,800
Hill News -Canton(Higher Ed.)	Thursdays	
Rural News -Canton	Tuesdays	
Advance News -Ogdensburg		6,136
Tribune Press -Gouverneur	Wednesdays	4,442
Observer -Massena	Tuesdays & Thursdays Bi-Weekly	7,410

Survey of the Watertown Daily Times

The purpose of the survey was to report all the adult continuing education activity advertised and/or mentioned in articles in the Watertown Daily Times for the one-year period of October, 1973 to September, 1974. The information to be gathered was: (1) name of sponsoring agency; (2) course or activity title; (3) location; (4) starting date; (5) time of day; (6) course duration; (7) fee information; (8) fee amount, if any; (9) date of newspaper. A code book was designed in order to facilitate later key punching of the data.

During the one-year period surveyed, Jefferson Community College and the Jefferson Vocational Technical Center (Jeff-Lewis BOCES) are the two institutions that were mentioned most often.

A list of the institutions that offered programs that are formally or informally educational follows:

Organization	# Times Appeared
Jefferson Community College	40
Jefferson Voc. Tech. Center (Jeff.-Lewis BOCES)	38
South Lewis Central School Dist.	19
Watertown School District	19
Canton A.T.C.	15
Massena Central Schools	12
North Country Community College	12
Adult Health Clinic	9
Cooperative Extension, Jefferson County	7
1000 Islands Museum	7
Southwest Tech., Balmat	7
Flower Memorial Library	6
Adult Activity Center	4
Gouverneur Central School	4
Literacy Volunteers of America, Inc.	4
Potsdam Museum	4
State University College, Potsdam	4
Association Island	3
Black River Reading Council	3
North Country School Studies Council	3
Watertown Power Squadron	3
League of Women Voters	2
National Organization of Women	2
Religious Ed. Congress Diocese of Ogdensburg	2
St. Lawrence University	2
	Appeared Once
Adirondack Conservance Committee	"
Agricultural Museum of Rte. 180	"
American Red Cross (Jeff. County)	"
Association of Family Services	"
Association of Math Teachers of New York	"
Belleville Central School	"
Black River Kiwanis Club	"
BOCES Regional Office	"
Brasher Falls Library at St. Law. Central School	"
Canton Central Schools	"
Canton Free Library	"
Carthage Adult Day Care Center	"
Central St. Law. Health Services	"
Clarkson College of Technology	"
Constable Hall Crafts School	"
County Office of the Aging	"
DeKalb Crafts Club	"
First Presbyterian Church	"
Franklin County Board of Legislators	"
Gouverneur Reading Room Assoc. Library	"
Hammond Public Library	"
Henderson Harbor Yacht Club	"
Hepburn Library	"
Hermon-Hepburn Library	"

Organization	# Times Appeared
House of the Good Samaritan Auxilary	Appeared Once
Lake Placid Center of Music, Drama, and Art	"
Madrid Hepburn Library	"
Mater Dei College	"
Morley Library	"
Morristown Library	"
New York State United Teachers	"
New York State Woodmen	"
Niagara Mohawk Power Corp.	"
Norfolk-Hepburn Library	"
Northern Adirondack Weavers	"
Northern Zone Personnel Guidance Association	"
Northwest Tech., Ogdensburg	"
Norwood-Truman A. Pease Library	"
Ogdensburg Free Academy	"
Ogdensburg Public Library	"
Parishville Public Library	"
Potsdam Neighborhood Center	"
Remington Art Museum	"
Rensselaer Falls Library	"
Richville Free Library	"
Roethel's Business Institute	"
Russell Public Library	"
Saranac Lake Free Library	"
Seaway Area Tech. Ctr., Norwood	"
St. Lawrence-Coop. Extension	"
St. Lawrence-Lewis BOCES	"
St. Lawrence Yacht Club	"
Wadhams Hall Seminary College	"
Watertown-North Country Library System	"
Warren Library, Massena	"
Weight Watchers	"
Y.W.C.A.	"
Carthage Central Schools	"
Lowville Central School	"
Medical Society, Jeff. County	"
The Sisters of St. Joseph	"

To comprehend fully the variety in formal and informal adult educational activities a quick survey of the inventory of the organizations reported in one regional newspaper might be useful. During the period surveyed there were 89 organizations that appeared in the newspaper because its activities were reported or because it had a paid advertisement. These vary from formal educational institutions like the colleges to the informal-like yacht clubs and the like.

Institutions of Higher Education:

Institution	Frequency
Jefferson Community College	40
A.T.C., Canton	15
North Country Community College	12
S.U.C.P.	4
St. Lawrence University	2
Mater Dei College	1
Wadhams Hall	1

School Districts and BOCES:

Institution	Frequency
Jefferson Vocational Tech. Center	38
South Lewis Central School District	19
Watertown School District	19
Massena Central Schools	12
Southwest Tech., Balmat	7
St. Lawrence BOCES Council	1
Gouverneur Central School	4
North Country School Studies Council	3
Belleville Central School	1
Canton Central Schools	1
Carthage Central Schools	1
Lowville Central School	1
Ogdensburg Free Academy	1

Libraries and Museums

Agricultural Museum of Rt. 180
Flower Memorial Library, Watertown
1000 Islands Museum
Madrid Hepburn Library
Potsdam Library
Potsdam Museum
Russel Public Library
Saranac Lake Free Library
Warren Library, Massena

Besides the colleges, the BOCES School Districts, the public libraries and the museums, several other types of organizations offered programs to adults.

The courses and activities listed in the Watertown Times are given below. (According to Category)

Academic and General Information:

Adirondack Folklore
Adult Enrichment Program
American Government
Anthropology
Biology
Career Counseling Workshop

- Choral Workshop
- Citizenship
- Civil Service Exam Prep.
- Communications Workshop
- Competency Based Teacher Ed. Workshop
- Computational Skills
- Conference for Educators
- Conference for Teachers of English
- Curriculum Workshop
- Ecology
- Energy Seminar
- English
- English Composition
- English Second Language
- Environmental Relations in Business
- Estate Planning
- Film
- German
- Gourmet Cooking
- Government
- Great Books
- Handicapped Workshop
- Health Clinic
- Health Seminar
- High School Equivalency
- History
- Insurance
- Management Skills
- Math Workshop/Math
- Medical Emergency Course
- Meet the Candidates
- Metric Workshop
- Native American Culture
- Open Education Workshop
- Pastoral Institute
- Philosophy
- Physics
- Plane Geometry
- Reading/Workshop on Reading
- Religious Study
- Role of Women
- Science Workshop
- Spanish
- Special Ed. Workshop/Class
- Speech
- Supervisory Seminar
- Tax Return
- Teacher Training Program
- Teacher Workshop
- Theater Workshop
- Tourism Course
- Writing

Physical Education and Leisure:

- Boating
- Bridge
- Defense Method for Women
- Golf
- Karate
- Leisure Activities (Indcrs's not specified)
- Magic
- Modern Dance
- Physical Fitness
- Scuba Diving
- Slimnastics
- Swimming
- Tennis Clinic
- Water Fowl Identification

Arts and Crafts:

- Antiques
- Art Exhibit
- Ceramics
- Crafts/Antiques Exhibits
- Crafts Workshop
- Drawing
- Dressmaking/sewing
- Guitar
- Jewelry
- Knitting
- Lapidary
- Leathercrafting
- Needlecrafts
- Painting
- Pottery
- Quilting
- Weaving
- Woodworking

Vocational:

- Advanced Hairstyling
- Advertising
- Automotive Tune-up
- Basic Plumbing
- Blueprint Reading
- Bookkeeping
- Carpentry
- Cement Block Construction
- Commercial Baking
- Data Processing
- Diesel Mechanics
- Driver Education
- Electricity Fundamentals
- Electronics
- Fiberglass Repair
- Library Aide
- Machine Accounting
- Nurses Aide
- Office Practice
- Oil Burner Repair
- Photography
- Residential Wiring
- Safe Driving Practices
- Secretarial Skills Workshop
- Shorthand
- Small Gas Engines
- Snowmobile Repair
- Surveying
- Typing
- Welding (Beg/Adv)
- Young Farmer Program

Homemaking:

- Aid and Safety-First Aid
- Canning
- Diet Class for Diabetics
- Diet Workshop
- Expectant Parents Class
- Home Decorating
- Nutrition Program
- Organic Gardening

The list of locations where the activities were held are given below. Since the Watertown Times is published at Watertown it is not surprising that about 126 times activities at Watertown appeared in the paper.

Location	Frequency	Location	Frequency
Watertown	126	Carthage	4
Malone	15	Gouverneur	4
Massena	14	Cape Vincent	3
Potsdam	14	Lowville	3
Canton	13	Ogdensburg	3
Madrid	13	Tupper Lake	3
Theresa	12	Black River	2
Turin	12	Henderson	2
South Lewis	11	Indian River	2
Saranac Lake	10	Russell	2
Madrid	9	Adams	1
Paul Smiths	9	Balmat	1
Clayton	8	Belleville	1
Norwood	8	Boonville	1
Lake Placid	7	De Kalb	1
Stone Mills	6	Deferiet	1

Of the 259 activities announced in the paper, 58 programs were held at day time, 177 in the evening, 18 on weekends and 6 with varying times.

Of these about 64 programs were of less than a week's duration, 111 of a few weeks' duration and about 40 continuing into several months.

TABLE 4.1.1

PROGRAM DURATION

Duration in Days		Duration in Weeks		Duration in Months	
Days	Freq	Days	Freq.	Days	Freq.
1	47	1	2	1	5
2	8	2	12	2	5
3	3	3	1	3	4
4	2	4	1	4	18
5	4	5	6	7	1
		6	2		
		7	1		
		8	9		
		9	2		
		10	31		
		12	28		
		13	11		

Of the reported programs, 140 did not indicate if any fees were collected from the participants, 60 programs indicated a fee, most of which were formal courses at the educational institutions and 38 indicated free services which were mainly offered by the libraries, museums, and service organizations.

The 10 and 12 week long programs are mainly college and BOCES courses that last a whole semester. The highest frequency appears to be for one-day workshops.

Though only a survey of the Watertown Times was conducted to obtain a sample of the kind of activities that take place in this region, it is obvious that surveys of the other local newspapers will produce a far richer inventory of programs and organizations.

4.2 THE PROVIDERS OF ADULT CONTINUING EDUCATION

4.2.1 THE FORMAL INSTITUTIONS

The providers of formal postsecondary education are the following:

1. Thomas S. Clarkson Memorial College of Technology at Potsdam referred to as Clarkson College in this report.
2. State University of New York Agricultural and Technical College at Canton referred to as A.T.C. in this report.
3. St. Lawrence University at Canton.
4. State University of New York, College at Potsdam known also as State University College at Potsdam, referred to as S.U.C.P. in this report.
5. Mater Dei College, Ogdensburg.
6. North Country Community College, Saranac Lake, referred to as N.C.C.C. in this report.
7. Jefferson Community College, Watertown, referred to as J.C.C. in this report.
8. Paul Smith's College, Paul Smith's.
9. Wadhams Hall Seminary College, Ogdensburg.
10. Board of Cooperative Educational Services for the St. Lawrence county with centers at Norwood, Ogdensburg and Balmat, for Jefferson County at Watertown, for Franklin County at Malone and for Lewis County at Lowville.
11. The school districts of the four counties.

4.2.1.1 Mater Dei:

Mater Dei College, in Ogdensburg, is a private two-year, co-educational, residential, liberal arts college owned and conducted by the Sisters of St. Joseph of the Diocese of Ogdensburg. To this young, contemporary foundation, the Sisters of St. Joseph bring a heritage of three centuries of experience in the education of youth.

In 1957 plans for a liberal arts college were set into operation by Mother M. Immaculata Wier, then Mother General of the Sisters of St. Joseph and first President of Mater Dei. Since the laying of the cornerstone in 1959, an attractive and well-equipped physical plant has steadily developed, clearly designed for excellence and comfort in living. Mater Dei is the first and only Catholic co-educational college in Northern New York. Students of all faiths are welcome.

Associate in Arts degree programs are offered with options both in liberal arts transfer programs and career programs. The following is a list of the academic programs of study.

Academic and Degree Programs:

Social Service Para-professional Program A.A.

Community Mental Health Assistant Program A.A.

Liberal Arts A.A.

For Majors in:
  Humanities
  Social Science
  Mathematics
  Biology
  Chemistry

Nursery Education Program A.A.

Teaching Assistant Program A.A.

Extension Courses

  Theology/Philosophy
  Humanities
  Social Science
  Natural Sciences

Mater Dei College also seeks, through evening and extension courses, as well as summer sessions, to provide an opportunity for continuing education to residents in the area. Evening courses are also offered on campus Monday through Thursday evenings.

The operational policy of Mater Dei College is to make higher education available to adults of all ages. The college administration describes the college as an adult continuing education college.

The continuing education offerings can be classified into three groups.

1. Academic college level courses toward a degree.

2. Extension courses in community service.

3. Extension courses in religious education.

Continuing Education:

Credit Courses Fall 1973

- Art
- Biology
- Chemistry
- Criminal Justice
- Economics
- Education
- English
- Modern Languages
- Geography
- History
- Mathematics
- Music
- Philosophy
- Psychology
- Physical Science
- Sociology

Non-Credit Courses

- Improvement of College Reading
- College Prep. English
- Fundamentals of Mathematics

Credit Courses Spring 1974

- Economics
- Sociology
- Psychology
- English
- Education
- Religious Studies

Non-Credit Courses

- English - Reading
- Mathematics

Credit Courses Fall 1974

- Sociology
- Mathematics
- Art
- Psychology
- Economics
- Geography
- Library Skills
- Music
- Family Life
- Religious Studies

4.2.1.2 Clarkson College:

Clarkson College is a private, independent co-educational institution with comprehensive programs in engineering, the sciences, management, humanities, and social sciences. Its home, Potsdam, New York - a community specializing in higher education - is located in the St. Lawrence River Valley of Northern New York. Clarkson attracts students from many states, Canada, and overseas nations.

The college combines its curriculum with a "total-experience: in college living, endeavoring to provide an atmosphere where each student is exposed to and absorbs, disciplines that relate in growing degree to the requirements of our society."

Clarkson College opened its doors September 2, 1896 to accept the first freshman class. Thomas S. Clarkson, one of the pioneering citizens of Northern New York, devoted much of his life to young people and cherished a plan to establish an institution to serve youth who showed a desire to aid themselves. The college was founded by Mr. Clarkson's three sisters after his death in 1894. Since its founding, Clarkson has offered admission to students without regard to race, creed, and religion; and in its early history and again since 1964, Clarkson has been co-educational.

Clarkson has programs leading to Bachelor of Science, Bachelor of Professional Studies, Master of Science, Master of Engineering, and Doctor of Philosophy degrees.

Academic and Degree Programs:

B.S.

Chem. Engineering
Civil and Envir. Eng.
Elec. and Computer Eng.
Chemistry
Humanities
Mathematics
Physics
Social Sciences
Accounting
Economics
Industrial Management
Industrial Distribution

Bachelor of Professional Studies

For students who wish to take advantage of Clarkson's offerings to design their own academic programs to meet specific career objectives.

M.S.

Chemical Engineering
Civil and Envir. Eng.
Elec. and Computer Eng.
Mech. and Ind. Eng.
Engineering Science
Chemistry
Mathematics
Physics
Accounting
Industrial Management

Master of Engineering

Offered in some engineering departments to graduate students meeting suitable criteria.

Doctor of Philosophy

Chemical Engineering
Chemistry
Mathematics
Physics
Engineering

Clarkson College does not formally offer programs in Continuing Education. It does, however, offer an evening program leading to the Master of Science degree in Industrial Management for technical personnel employed in the area. This is a three-year, 30-credit-hour non-thesis program. It was begun more than 10 years ago as an effort to provide further educational opportunities to Alcoa personnel. Today people from any of the area industries can participate in the program. In 1974 there were nine courses offered with about 60 students enrolled.

There is also a summer program leading to a Master of Science in Engineering degree. This is a non-thesis, 30-hour program which requires completion of five summer semesters. This program is designed for practicing engineers.

In addition, there is a 30-credit hour program leading to a Master of Science degree in Engineering Science for junior college teachers of engineering and science.

The following courses were offered as continuing education courses during the last year.

Continuing Education:

Credit Courses Fall 1973

- Acctg. for Control
- Business Policy
- International Marketing
- Managerial Economics

Credit Courses Spring 1974

- Financial Management
- Management Stimulation
- Linear Programming
- Marketing Management
- Legal Environment of Business
- Topics in Contemporary Management Thought

Credit Courses Fall 1974

- Computer Methods
- Inventory Models
- Human Relations
- Behavioral Management
- Labor Relations

4.2.1.3 A.T.C.:

State University of New York, Agricultural and Technical College at Canton is the birthplace of public post-secondary two-year education in New York State. An appropriation by the State Legislature in 1906 made it possible for regular classes to start in 1907. The right to award the degree of Associate in Applied Science was authorized in 1951. In 1967, the College moved to a completely new campus on a hill site in the western edge of the Village of Canton, overlooking the Grasse River. The basic objective is to prepare graduates for employment in semi-professional positions in agriculture, business, industry and health occupations. A few curriculums are designed specifically for transfer credits. The educational program is designed to continue the preparation of students for the roles they will be expected to play as responsible members of an evolving technological society.

The college provides facilities and services for agriculturalists throughout the entire northern New York area. A regional Mastitis Research and Control Laboratory of the State College of Veterinary Medicine is located at the college serving 8 northern counties. The Northern New York Agronomy Research Program is devoted to solving the agronomic problems of this region. It includes a laboratory for the preparation and processing of more than 3,000 plot samples each year and a weather station for collection of weather data related to plant growth.

A continuing education program provides postsecondary educational opportunities to adults in a wide range of offerings. An Associate in Applied Science degree program in Criminal Justice is offered through Continuing Education. This has been a highly successful program with about 60 students enrolled in the Fall 1974 semester. Approximately 80 courses were offered by the Office of Continuing Education in 1974. They were conducted from 5:00-10:00 p.m. Monday through Thursday evenings with about 100 students present on any given evening.

The Academic Divisions and Departments at A.T.C. are:

- Agri. & Life Sci. Div.
- Business Tech. Division
- Engineering Tech. Div.
- General Education Division
- Health Technology Division
- Police Science

Academic and degree programs are the following:

Academic and Degree Programs:

- Agri. & Life Sciences
- Business Technology
- Engineering Technology
- General Education
- Health Technology
- Criminal Justice

Pre-Technical Vocational Programs:

- Building Construction
- Crafting
- Clerical-Stenographer
- Elec. Construction Maintenance

One-year certificate programs are also offered in Engineering Technology and Business Technology.

Continuing Education:

Credit Courses Spring 1974

Business
Economics
Psychology
Sociology
History
Mathematics
Speech
Literature

Non-Credit Courses

Leisure Time Activities
Business Practices
Auto Care
Self Defense
Welding
Swimming
Real Estate Brokers
Exam Preparation

Credit Courses Fall 1974

Accounting
Police Science
Data Processing
Economics
Writing
Sociology
Reading
Mathematics
Med-Lab. Tech.
Sports Science
Psychology
Physical Science
Speech
Biology

Non-Credit Courses Fall 1974

Leisure Activities
Business Practices
Self Defense
Community Development
Auto Care
Civil Service Exam Prep.
Physical Fitness

4.2.1.4 St. Lawrence University:

Since its founding in 1856, St. Lawrence University in Canton, New York, has been committed to undergraduate liberal arts education. It is the oldest continuously co-educational institution of higher education in New York State. St. Lawrence is a private, non-sectarian institution which stresses the importance of the individual in all its academic programs. The student may select from a great variety of programs, ranging from the highly to the loosely prescriptive insuring that each person is able to pursue that program which will make possible the best development of his own potential.

During the decade of the 1960's, St. Lawrence completed an excellent physical plant on its 1,000 acre campus. During 1970's it seeks to raise $30 million principally for endowment, particularly as it relates to faculty support, scholarship aid, academic programs and library services.

M. Ed.

Educational Administration; Counseling

M.A. School Psychology

Certificate of Advanced Standing-Administration Supervision.

Certification as School Administrator and Supervisor to the State Education Department.

Professional Certification as a School Counselor.

Although St. Lawrence has not been involved in continuing education formally, its graduate programs in Education are designed for full-time and part-time students. Many course offerings are scheduled for the convenience of those who wish, while maintaining full-time employment, to study or complete a graduate program. In 1974, approximately 200 graduate courses were offered at St. Lawrence University. St. Lawrence, though claiming not to be actively involved in continuing education, conducts various workshops and conferences for various professional groups throughout the North Country which would normally be called continuing education.

4.2.1.5 State University College at Potsdam-SUCP:

The State University College at Potsdam, a college of arts and science, has been serving youth and the state of New York for more than a century. With a heritage dating back to the St. Lawrence Academy, founded in 1816, Potsdam traditionally has given emphasis to the importance of liberal arts in the preparation of teachers for the public schools.

In 1866, the St. Lawrence Academy deeded its properties and assets to Potsdam Normal School. Potsdam became a teachers college in 1942 and in 1948 became a campus of the State University of New York. The college was authorized to grant master's degrees in 1947 and became a college of arts and sciences in 1962.

The college's Crane School of Music, one of the first in the United States to prepare public school music educators, has enjoyed national prestige since 1885.

Potsdam's continually expanding programs for students preparing for a wide variety of professions emphasize the college's role as a campus of State University of New York. Students may select majors from more than 30 academic areas in undergraduate and graduate degree programs. Programs are offered leading to Bachelors of Arts, Bachelors of Music, Master of Science in Education, and Master of Arts degrees. In addition, there is a cooperative doctorate degree program with SUNY-Albany. A complete list of the academic programs offered is given below.

The region in which the university is located contributes greatly to its particular flavor. In academic affairs, in cultural and recreational pursuits, and in social service activities, members of the university community are encouraged to take advantage of the opportunity to explore the ecological, sociological, and political problems of the North Country region. The University's rural setting provides an opportunity for all members of the community to develop an awareness of the natural world, their relation to it, their obligations to it. At the same time, the rural location permits living and working in a peaceful atmosphere without the distractions of city living.

Curriculum at St. Lawrence reflects a belief that liberal education is best pursued through a course of study which is neither overly restrictive nor haphazard. Accordingly it is designed to guide the student's search for the knowledge and skills which will serve him and enrich his life without sacrificing flexibility. Under the 4-1-4 plan, the student will normally enroll in four courses in each of two semesters and one January interterm course or project.

St. Lawrence University offers programs leading to Bachelor of Arts, Bachelor of Science, Master of Education, and Master of Arts degrees. There are also three programs offered at the graduate level which lead to certification by the State Education Department. A list of academic programs follows.

Academic and Degree Programs:

B.A. Degree

- Economics
- English
- Fine Arts
- Government
- History
- Modern Languages
- Music
- Philosophy
- Religion
- Sociology
- Anthropology

B.S. Degree

- Biology
- Biophysics
- Chemistry
- Geology
- Geophysics
- Mathematics
- Physics
- Physical Education
- Psychology

Coordinated program with 6 engineering institutions, leading to a bachelor's degree from each institution.

Pre-medical and pre-dental program (90 credit hours or equivalent).

ROTC Program

Academic and Degree Programs:

B.A.

- Anthropology
- Art History
- Art Studies, General
- Biology
- Chemistry
- Computer Science
- Drama
- Economics
- English
- French
- Geography
- Geology
- Latin
- Mathematics
- Music History and Literature
- Music Theory
- Painting/Printmaking
- Philosophy
- Physics
- Political Science
- Pottery
- Psychology
- Sculpture
- Sociology
- Spanish
- Interdisciplinary
  - Natural Sciences
  - Social Science

Bachelor of Music

- Composition
- Performance
- Church Music
- Music Education

Special Programs

- Ed. Opportunity Program
- International Education
- Medical Technology
- Visiting Student Program

M.S. in Education

- Elementary Education
- Reading
- Music Education
- Secondary Education
- English
- Mathematics
- Science
- Social Studies

M.A.

- Biology
- Chemistry
- English
- Mathematics
- Music

Cooperative Doctoral

- S.U.N.Y.-Albany

Education

- Educational Administration
- Curriculum and Instruction Supervision

Continuing Education:

Approximately 500 courses were offered through the Office of

Continuing Education with about 1,000 students involved each semester. These included both undergraduate and graduate courses, seminars, and workshops, and numerous non-credit activities for area residents. Courses are offered at various off-campus locations in order to better meet the educational needs of many people. Because of the need for graduate courses in education, two to five courses are offered each semester at Jefferson Community College in Watertown. These courses serve about 250 students each semester. The following is a list of continuing education offerings for 1974.

The course offerings for fall of 1974 are listed below as a sample of the Continuing Educaiton offering of SUCP. The course offerings can be divided into:

1. Graduate courses to meet the requirements of teacher certification and graduate degrees.
2. Undergraduate academic courses for credits.
3. Off-campus graduate and undergraduate courses for credits.
4. Informal non-credit offerings in physical fitness, community development, hobby and craft skills and such others.

Process of Instruction
Ed. of Culturally Deprived Children
Teaching of Sci. & Social Studies
Prehistoric Civilizations of Latin America
Seminar in Chemistry
Research Problem
Inorganic Chemistry
Principles of Computing Science
Information Storage and Retrieval
Assembly Programming
Intermediate Computer Programming
Introduction to English
Canadian Literature
Dev. of Modern English
Introduction to Geography
Drug Studies
European History II
Pre-Calculus
Linear Algebra I
Introduction to Religion
Soviet (and East European) Government and Politics

Introduction of Psychology
Racial Attitudes
Measurement and Assessment
Developmental Psychology
Sociology of Social Services
Political Sociology
Population Studies
Culturally Deprived Children
Programmed Learning
Foundations of Education
Development of Curriculum
Fundamentals of Administration
Technology in Education
Behavioral Objectives
Advanced Programming
Innovative Classroom Reading Practices
Diagnostic Techniques in Reading
Remedial Techniques in Reading
Clinical Practice in Diagnostic and Remedial Reading I
Clinical Practice in Diagnostic and Remedial Reading II
Organization and Supervision of Reading Programs
Seminar: Reading Research (Permission of Instructor)

- Informal Classroom Reading Assessment Techniques
- Fundamentals of Educational Research
- Teaching Social Studies in Elementary School
- Seminar in Early Childhood Education
- Culture and Society
- Limnology-Lecture-Lab.
- Cell and Tissue Culture
- Graduate Seminar
- Thesis Research
- Intro. to Grad. Study
- Classical Tradition
- Victorial Literature
- Canadian Literature
- Publications & the Historial
- Readings in European Hist.
- Abstract Algebra I
- Real Variables I
- Topology I
- Counseling Psychology
- Adv. Ed. Psychology
- Grad. Read. in Urban Sociology
- Grad. Reading in Sociology of the Family
- Graduate Reading in Theory

Non-Credit Courses

- Chair Caning
- Art Beginning-Painting and Drawing
- Creative Stitchery
- Beginning Pottery
- Leather Tooling & Design
- Candle Making
- Small Boat Handling, Piloting and Marine Courtesy
- French for Graduate Language Exams
- Creative Dramatics for Adults
- Photography Workshop
- South Asian Cooking
- Officiating Women's Bsktball.
- Physical Fitness For Men
- Slimnastics for Women
- Wilderness Living Skills
- Stock Market Investing
- Sci. of Creative Intelligence
- Junior Horse Care
- Basic Horse Care for Youth and Adults
- Private Pilot-Ground Portion
- Fund. of Photography
- Gymnastics for Children
- Weaving for Beginners
- Introductory Spinning
- Beginning-Intermed. Swimming
- Tailoring on Wool

4.2.1.6 North Country Community College: N.C.C.C.:

North Country Community College was organized late in 1966 and opened for its first class in September, 1968. This co-educational community college unit of the State University of New York is located in Saranac Lake and is jointly sponsored by Essex and Franklin Counties. That sponsorship included partial dependence on each county for funding. The Extension Centers at Elizabethtown and Malone offer courses of general interest, as well as workshops and classes designed for residents of the area.

The region in which the college is located contributes greatly to its particular flavor. In academic affairs, members of the college community are encouraged to take advantage of the opportunity to explore the ecological, sociological, and political origins of the North Country region. The college's rural setting provides an opportunity for all members of the community to develop an awareness of the natural world, their relation to it, and their obligation to it. At the same time, the rural location permits living and working in a peaceful atmosphere without the distractions of city living.

North Country Community College grants A.A., A.S., and A.A.S. degrees as well as one year certificates. The A.A. and A.S. degree programs are primarily transfer programs while the A.A.S. and certificate programs are occupationally oriented.

Academic and Degree Programs:

A.A. Degree

Humanities
Individual Studies
Social Sciences

A.S. Degree

Business Administration
Individual Studies
Mathematics
Science

A.A.S. Degree

Biological Technology
Business Administration
Criminal Justice
Community Mental Health Assistant
Individual Studies
Medical Secretary
Radiologic Technology
Retail Business Management
Secretarial Science

One-Year Certificates

Clerical Studies
Individual Studies
Practical Nursing
Secretarial Studies

Cooperative Degree Program in Industrial Technology

North Country Community College is engaged in several cooperative programs with other public and private institutions which affect the continuing education student. The Civil Service Employees Associate and the Office for Local Government contract with the college to offer job-related college courses. On the average , there are 100 students per semester participating in these courses. This joint effort was initiated in 1971 as a result of interest expressed by the SCEA and the OLB. North Country Community College regular faculty, as well as adjunct faculty are used to teach these special courses.

Because of interest expressed by the Lake Placid Arts Center, North Country Community College arranged to accredit certain arts and crafts courses sponsored by the Arts Center. There are approximately 10-15 students per semester receiving credit in this manner. North Country Community College does not supply the faculty or the facilities but acts as an accrediting agency for the Lake Placid Arts Center.

North Country Community College and the State University College of Agriculture and Technology at Canton have entered into a one-and-one cooperative A.A.S. degree program in Industrial Technology. Students complete the first year of general studies at North Country Community College and the second year of technical instruction at Canton A.T.C. The curriculum is designed to prepare graduates for employment in the field of electro-mechanics.

The form of continuing education offered through N.C.C.C's extension service is determined by the particular needs and interests of the citizens to be served in the sponsorship area. The college community is dispersed in small pockets throughout the Adirondack wilderness and it is impossible for people to travel long distances over windy, bumpy roads in severe winter conditions to take advantage of educational opportunities. For this reason, the college must take its programs to the communities. The extension service is the major vehicle by which this college accomplishes such an objective.

Since the Malone and Elizabethtown Extension Centers were established to provide maximum educational opportunities for the residents of Essex and Franklin Counties, many of the courses are generated from the community. Credit courses, special seminars, workshops and one-night presentations are made available to the public for self-interest and educational imporvement. Cooperation with community agencies such as Cooperative Extension Bureaus, Mental and Social Health Services, Law Enforcement Agencies, Chambers of Commerce, and others has helped increase course offerings at the Extension Centers. Both centers operate "satellite" programs in other communities in their respective counties. In Franklin County these include Tupper Lake, Hogansburg, and St. Regis Falls; and in Essex County courses are offered at Willsboro, Port Henry, Crown Point, Ticonderoga, and Schroon Lake.

Continuing Education:

Intro. to Theatre
Western Civilization
Modern Mathematics
Chorale
Piano Lessons
P.E.T.
Women's Studies
Black Voice in American Literature

Bowling
Dance
General Psychology
Abnormal Psychology
Outdoor Leadership
Gregg Shorthand
Beginning Typing
Intermediate Typing
Introduction to Library Science

Intro. to Literature
Oil Painting
Philosophy of Religion
Psychology of Child Development
Art Workshop
Elementary Statistics
Intro. to Literature
Fundamentals of Ed.
American Government and Politics
Psychology of Ind. Assessment
Photography
Drawing I
Irish Literature
General Psychology
Public Speaking
English Composition
Art Workshop
Criminal Investigation
Accounting I
Personal and Family
Cultural Anthro
Business Math.
Bowling
Physical Education
Advertising
Drawing I
Silk Screening
English Comp.
Speech Fund
Fiction I
Chorale I
Chorale II
Chorale III
Chorale IV
Orchestra I
Orchestra II
Orchestra III
Orchestra IV
Philosophy
Introduction to Ethics
Modern Mathematics
Motor Per Learn
Volleyball
Slimnastics
Physical Education Activity
Ice Hockey
Environmental Conservation
Astronomy
Cultural Anthropology
U.S. History I
Sociology
Swimming for Kids
Gourmet Cooking
Reading for Enjoyment
Introduction to Photography
Introduction to Weaving
Danish National Gymnasts & Folkdance
Choral Workshop (Carmelite)
Contemporary Affairs
Lacrosse Seminar
Choral
Human Potential Seminar
Law Workshop
North Franklin Choral
Woodcarving
Weaving I & II
Conversational French
Machine Sewing and Craft
Auto Mechanics for Women
Making Greeting Cards
Natural Dyeing
Spinning
Weaving
Symposium
Alpine Race Officials Workshop
Pine Cone Wreath Making
Paper Christmas Decorations
Intro to Silversmith

4.2.1.7 Paul Smith's College:

Paul Smith's College, Paul Smith's, New York, is a private, two-year college located in Franklin County in the Adirondack Mountains. The campus is in the midst of some 20,000 acres of forests and lakes on the shore of lower St. Regis Lake facing St. Regis Mountain. This is less than half of the total forest lands owned by the college. The total land holdings of the college now amount to 50,000 acres. On the main campus there are about forty buildings with others located at nearby White Pine Camp, Gabriels, and Saranac Lake.

Natural recreational facilities for both winter and summer activities abound. Bordering on the shore of Lower St. Regis Lake, the immediate campus provides excellent swimming, 23 miles of navigable water for boating and fishing, and the nearby forests and mountains offer excellent opportunities for hiking, hunting, skiing, and wildlife observation.

The college was named for a man who was prominent in the history and development of the Adirondacks. His famous hotel which he built on Lower St. Regis Lake grew from a simple hunting lodge in the 1850's to a hotel with a casino and accomodations for 500 people in 1902. His land holdings had also increased from 50 to thousands of acres. After his death, his sons continued to run the hotel and control the family fortune. From 1925-1937 one son, Phelps Smith, had complete control. When he died in 1937, the bulk of the Smith fortune, including Paul Smith's Electric Light, Power and Railroad Company, the resort buildings, and 20,000 acres of woodlands and water rights were bequeathed to the Paul Smith's College of Arts and Sciences in memory of his father.

In February 1961, the college acquired the 100-room Hotel Saranac in Saranac Lake. Operated by the Hotel Department, it serves as a practice center for the training of hotel students. A further expansion of faculty and student housing was made possible by the purchase of the former St. Margaret Nursing Home at Gabriels in September 1963.

Paul Smith's College offers A.A. and A.A.S. degree programs plus several non-degree programs.

Academic and Degree Programs:

Forestry A.A.S.

Pre-professional
Terminal
Surveying Option

Hotel and Resort Management A.A.S.

Pre-professional
Terminal

Liberal Arts and Sciences A.A.

For majors in:
- Business
- English
- Engineering
- Government
- Home Economics
- History
- Journalism
- Law
- Medicine
- Mathematics
- Modern Languages
- Philosophy
- Political Science
- Psychology
- Science

Ecology and Environmental Technology (Non-degree)

Forest Recreation (Non-degree)

Business Administration (Non-degree)

Tourism and Travel Industry (Non-degree)

At present Paul Smith's is not involved in continuing education. The natural facilities at the college would seem to make possible, however, a strong continuing education program in forestry, environmental education, and/or hotel and resort management.

The institution has stated that its wish and desire to initiate continuing education programs is very strong. Since most of the North Country environment encourages an economy geared towards tourism, hotel management, forestry, and environmental protection, Paul Smith's College is in a unique position to initiate adult continuing education programs in these areas.

4.2.1.8 Jefferson Community College:

In January 1956, the Jefferson County Board of Supervisors passed a resolution requesting Governor Harriman and the Board of Regents to consider Watertown as a site for a community college. In 1957 the Education Committee of the Jefferson County Chamber of Commerce issued a survey of local need for a two-year college. The issue remained under study until 1959 when the Board of Supervisors voted to put the establishment of a college to a public referendum. The issue was defeated by eight votes. However, continued efforts resulted in approval for a second referendum by the Jefferson County Board of Supervisors in August 1961, and in November of that year the voters approved the establishment of a college. In June 1963 temporary quarters for the college were set up in the Lansing Street Elementary School and classes began in September of that year with 119 freshmen in the day program and 221 part-time students in the evening division. A permanent campus has since been built on the 72.5 acre site provided to the college by Jefferson County.

Jefferson Community College, in Watertown, is a coeducational community college unit of the State University system and is sponsored by Jefferson County. It is the only institution of higher education within a fifty-mile radius of Watertown and thus has a unique opportunity to serve the people of the area. The college had 775 students in 1974 and offers 22 major programs of study. It offers A.A., A.S., and A.A.S. degrees as well as one-year certificates.

Academic and Degree Programs:

A.A.

Liberal Arts
Humanities
Social Science
Math-Science

A.S.

Business Administration
Engineering Science
Criminal Justice

A.A.S.

Business Management
Accounting
Data Processing
Executive Secretarial Science
Registered Nursing
Science Lab. Tech.

Certificate

Accounting
Criminal Justice
Secretarial
Retail Merchandising
Hospitality & Tourism

With Canton A.T.C. (One Plus One Program)

Food Administration
Hotel Tech.
Banking, Real Estate

With Morrisville A.T.C. (One Plus One Program)

Journalism
Food Administration

In addition to the above mentioned programs of study Jefferson Community College engaged in cooperative programs with other public and private institutions. The chart below briefly explains these programs.

In the area of special programs, a one semester Self Aid Skills Program is offered. It is designed for students who, although experiencing difficulty in previous educational experiences, show potential for achieving success at the postsecondary level. Each student has the opportunity to develop the skills necessary for survival in college, as well as a positive self-image and concrete goals for his or her future. All courses in the program carry credit which may be applied to degrees or certificates. Admission to the program is based on previous records and/or placement tests.

One of the stated objectives of Jefferson Community College is to provide evening, summer, and extension courses designed to meet special academic, vocational, and cultural needs. The Division of Continuing Education is responsible for working toward this objective. In 1974 there were approximately 138 credit and non-credit courses and workshops offered through this division. In addition to college credit courses leading to one-year certificates or two-year associate degrees, appropriate non-credit courses are offered in response to the expressed needs of groups large enough to warrant the organization of a class.

There are 6 BOCES centers in the North Country which primarily serve as vocational technical schools for the school districts. The daytime programs are run mainly for the school age students though adults are occasionally permitted to attend dependent on availability of space after the school age students have been served. The BOCES, in keeping with the policies of the school districts, do offer evening adult education programs primarily intended for upgrading the labor force of the region. The programs are occupationally-oriented with a few hobby interest courses sprinkled each semester. The District of St. Lawrence and Lewis Counties with 3 centers each at Norwood, Ogdensburg and Balmat is the most active in adult continuing education. All the six centers offer very similar programs and keep their evening adult continuing education programs to the minimum because of budgetary constraints. The BOCES do not intend to compete with the postsecondary institutions and because of their involvement primarily with vocational programs, do not compete for the same students with the colleges. The District of St. Lawrence and Lewis Counties with its 3 centers offers more adult continuing education programs in the evenings and so one of the three Seaway Technical Centers is used as a sample to describe the type of institution.

The typical program offerings of the 6 institutions can be had from a program listing of courses offered at Seaway Tech. during the Fall of 1974.

Advanced Bookkeeping
Bookkeeping
Cake Decorating
Computer Operations
Keypunch
Basic Programming
Beginning Shorthand
Intermediate Shorthand
Business Typing
Advanced Typing
Auto Body I
Auto Mechanics I
Auto Mechanics II
Auto Mechanics III & IV
Cabinetmaking
Carpentry I
Carpentry III
Plumbing
Refrigeration III
Res. Electronics I
Beginning Sewing
Advanced Sewing
Small Engine Repair
Surveying I and II

The evening programs are open to all adults who apply while placement in these programs is based on experience and

TABLE 4.2.1

COOPERATIVE PROGRAMS AT JCC

Name Of Program	Inst./Org. Involved	Type of Program	Source of Faculty	# of Students involved	Year Started	Why Started	Who Initiated	Future Plans For Program
Jeff. Cnty. Assoc. for Retard. Child.	JCC and ARC	Spec. Educ. Crs.	ARC Faculty	15-20 per semester	Sept. 1973	Expansion electives, students have opp. to work in the field	Instructor from ARC and Mr. R. Valentine	Possibly Expanding In Spec. Ed.
N.Y.S. Dept. of Civ. Svc.	JCC and CSEA	Supv. and Psyc. 1-5 C.	JCC Faculty	15 per crs.	1971	Request by State for employee training	N.Y. State	None
N.Y.S. Dept. Local. Gov't.	JCC and OLG	Training Pgm. 2 Crs.	JCC Faculty	15 per crs.	1973	Request by State for Employee Training	N.Y. State	None
N.Y.S. Dept. Hlth.	JCC & Dept. Health	Med. Emerg. Tech.	JCC & Comm. Res.	50 pr Crs.	Sept. 1970	Requested By N.Y.S. for State Cett.	N.Y. State	Exp. of 81 Hr.Crs was 45 hrs.
Jeff. Cnty. Sportsman Clubs	JCC and JCSC	Water Fwl ID Workshop	Comm. Resources	100 per workshop	1972	Request From Country Club	Country Club	None
U.S. Air Force	USAF and JCC	Mgt. Training	JCC		1973	Request from U.S.A.F.	U.S.A.F.	None

TABLE 4.2.1

COOPERATIVE PROGRAMS AT J.C.C. (Cont'd)

Name of Program	Institution/ Organization	Type of Program	Source of Faculty	# of Students Involved	Year Started	Why Started	Who Initiated	Future Plans For Program
Jefferson Cty. BOCES	JCC and BOCES	Audio-Visual Pgm. For Voc. Teachrs.	BOCES	30 per semester	1974	Request From BOCES	BOCES	Plan to do Hospital And Tour Courses
Early Admissions Prog.	JCC & Pub. Schls.	College Courses to H.S. Seniors	JCC	25 per semester		Enrichment & Acceleration for exceptional H.S. Stud.	JCC	More Students in Future
SUNY Potsdam Ext.	JCC & SUNY Potsdam	Graduate Courses In Ed.	SUNY Potsdam			Provide Graduate Ed. Opp. To Residents of Watertown Area	JCC and SUNY Potsdam	None
Nat'l Secretaries Assoc. Cert. Pgm.	JCC and NSA	2 Yr. Pgm. to prepare for cert. 5 crs. ser	JCC	15 per course	Fall 1973	Request by National Sec. Assn.	Nat'l Sec. Assn.	None
N.N.Y. Purchasing Pgm.	N.N.Y Purchasing. & JCC	Educ. component of Cert. Pgm.	JCC	15 per course	Fall 1973	Request by N.N.Y. Purchasing Assn.	N.N.Y. P.A.	Make it into a Cert. Pgm. through JCC

BOARD OF COOPERATIVE EDUCATIONAL SERVICES CENTERS

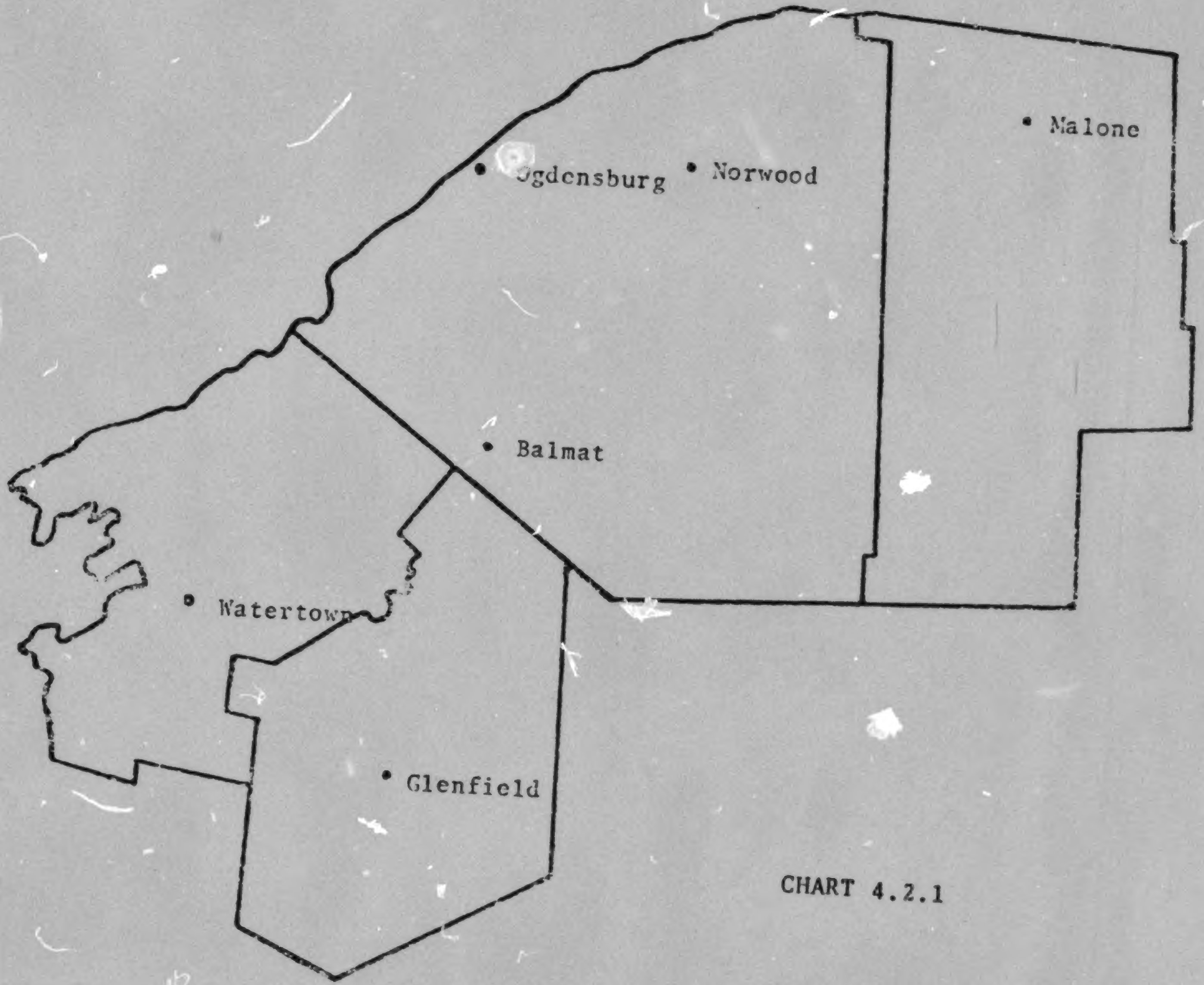

Malone
Ogdensburg
Norwood
Balmat
Watertown
Glenfield

CHART 4.2.1

background. Adults may also attend classes during the day on a space available basis. Most adults in a BOCES program enroll in one or two courses a semester which is approximately four class hours per week. The completion rate is close to 80% with factors such as calibre of instruction, equipment, and weather influencing this rate. On the average it requires four semesters to complete a certificate program. Apprenticeship programs are usually completed in three years.

The apprentice programs are cooperative efforts between BOCES and industry or trade unions. These are offered in addition to the regular adult education offerings. Men who are already working in one of the local industries are designated by the company or union to go to school for the three-year program to upgrade skills and/or acquire new competencies. For example, there are apprentice programs sponsored by Alcoa, St. Joe Lead, and the Ironworkers and Bricklayers unions. The BOCES facilities are utilized for these programs while faculty is drawn from the industry or union involved.

The adult education programs at BOCES are administered by a part-time Director of Continuing Education. The person who serves in this capacity devotes about 25% of his full-time position to continuing education activities. In addition to the Director there are part-time supervisors in each building and a part-time Apprentice Training Coordinator.

4.2.1.9 Wadhams Hall Seminary College:

As a seminary college Wadhams Hall is in the business of preparing priests for the ministry in the Roman Catholic Church. Wadhams Hall is not directly involved in providing adult continuing education programs for the public. For the last five years this seminary college has been increasingly encouraging community service programs and cooperates actively in the continuing education programs of Mater Dei College.

Degree granted: B. A. in Philosophy

4.2.1.10 The Board of Cooperative Educational Services (BOCES):

The District of St. Lawrence and Lewis Counties:

1. Northwest Technical Center
   Ogdensburg, N.Y.

2. Seaway Technical Center
   Norwood, N.Y.

3. Southwest Technical Center
Balmat, N.Y.

The District of Franklin County:

1. North Franklin Educational Center
State Street, Malone, N.Y.

The District of Jefferson and Lewis Counties:

1. Jefferson Vocational Technical Center
Outer Arsenal Street Road, Watertown, N.Y.

2. Lewis County Area Occupational Center
Route 12, Glenfield, N.Y.

4.2.2. ACADEMIC PROGRAMS OF STUDY

2 - Year Schools

Comparision Between Academic Programs and Continuing Education Offerings

A comparison of the academic programs offered at the two-year or community colleges in the region reveals that each offers lower division courses leading to associate degrees, with a focus on either job placement or transfer to a four-year institution.

At Jefferson Community College there is a close correlation between the academic programs of study and the continuing education course offerings. Students are able to pursue most degrees or certificates offered at JCC through continuing education courses.

North Country Community College also correlates its continuing education offerings with its academic programs of study. However, in 1974, there were few courses offered in Biological Technology and Radiologic Technology. Courses in these areas seem to be offered primarily during the day.

The continuing education courses given at Canton ATC involve only three of the college's academic programs. They are the Liberal Arts component of General Education, Business Technology, and Criminal Justice. The adult student interested in programs in other divisions must attend during the day. The potential for considerable expansion for continuing education at Canton appears to be great, especially given the fact that evening courses are now taught as part of the regular faculty course load. Agriculture and Life Sciences, Engineering Technology, Health Technology (Nursing), and Nursery Education courses offered in the evening would greatly increase the opportunities for interested adults.

4 - Year Schools

The four-year colleges and universities tend to offer continuing education courses in a few specialized areas rather than in all areas. State University College at Potsdam's major effort in continuing education is at the graduate level in Education. Many courses can be taken toward the Master of Science in Education degree through the Office of Continuing Education. People who are already working in the field of education are thus provided the opportunity to continue their education in the evening while continuing to work during the day.

Graduate courses in other areas are also offered on a smaller scale. Several courses per semester are offered in subjects in which graduate degrees are offered. One or two graduate courses are offered in the following areas where no graduate degree program exists.

History
Psychology
Economics
French
Anthropology
Philosophy

At the undergraduate level, a few continuing education courses are offered each semester in most subject areas.

St. Lawrence University does not have an Office of Continuing Education but its graduate programs in Education are open to both full-time and part-time students. Courses are scheduled at times convenient for those who wish to study while remaining employed. Programs exist which lead to Master of Education and Master of Arts in School Psychology degrees as well as advanced certifications.

There is no effort at the present time to provide continuing education courses in any of the B.A. or B.S. degree program areas. Many of such courses, however, are already offered at S.U.C.P. Since St. Lawrence is the only school in the area which offers a pre-medical and pre-dental program, it is possible that a larger number of people would be served by continuing education courses in these areas.

Clarkson College is another of the four-year schools which has not concentrated on developing a continuing education program. They do offer as part of their curriculum a Master of Science in Industrial Management degree program for which all the course work is done in the late afternoon and evening. A summer program is also offered leading to a Master of Science in Engineering degree. This is designed primarily for practicing engineers. Aside from these programs there is no effort at Clarkson College to meet the needs of adults in the community who wish to return to school on a part-time basis.

4-Year Institutions:

Clarkson College:

B.S.

- Chemical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Chemistry
- Humanities
- Industrial Distribution
- Mathematics
- Physics
- Social Sciences
- Accounting
- Economics
- Industrial Management

Bachelor of Professional Studies

For students who wish to take advantage of Clarkson's offerings to design their own academic programs to meet specific career objectives.

M.S.

- Chemical Engineering
- Civil and Environmental Engineering
- Electrical and Computer Engineering
- Engineering Science
- Mech. and Industrial Eng.
- Chemistry
- Mathematics
- Physics
- Accounting
- Industrial Management

Master of Engineering

Offered in some engineering departments to graduate students meeting suitable criteria.

Doctor of Philosophy

- Chemical Engineering
- Chemistry
- Mathematics
- Physics
- Engineering Science

SUNY-Potsdam:

B.A.

- Anthropology
- Art History
- Art Studies, General
- Biology
- Chemistry
- Computer Science
- Drama
- Economics
- English
- French

Geography
Geology
History
Latin
Math
Music Hist. & Literature
Music Theory
Painting/Printmaking
Philosophy
Physics
Political Science
Pottery
Psychology
Sculpture
Sociology
Spanish
Interdisciplinary
  Natural Sciences
  Social Science

Bachelor of Music

Composition
Performance
Church Music
Music Education

Special Programs

Educational Opportunity Program
Internal Education
Medical Technology
Visiting Student Program

M.S. in Education

Elementary Education
Reading
Music Education
Secondary Education
English
Math
Science
Social Studies

M.A.

Biology
Chemistry
English
Mathematics
Music

Cooperative Doctoral Program with SUNY-Albany

Education

Educational Administration
Curriculum and Instruction and Supervision

St. Lawrence University:

B.A.

Economics
English
Fine Arts
Government
History
Modern Languages
Music
Philosophy
Religion
Sociology
Anthropology

B.S.

- Biology
- Biophysics
- Chemistry
- Geology
- Geophysics
- Mathematics
- Physics
- Physical Education
- Psychology

Coordinated program with 6 engineering institutions, leading to a bachelor's degree from each institution.

Pre-medical and pre-dental program

(90 credit hours or equivalent)

ROTC Program

M. Ed.

M.A. School Psychology

M. A.

M. S.

Wadhams Hall:

B.A.

- Philosophy

2-Year Institutions

Paul Smith's:

Forestry A.A.S.

- Pre-professional
- Terminal
- Surveying Option

Hotel & Resort Management A.A.S.

- Pre-Professional
- Terminal

Liberal Arts & Sciences A.A.

For Majors in:

- Business
- English
- Engineering
- Government
- Home Economics
- History
- Journalism
- Law
- Mathematics
- Medicine
- Modern Languages
- Philosophy
- Political Science
- Psychology
- Science

Non-Degree Programs

Ecology and Environmental Technology

Forest Recreation

Business Administration

Tourism and Travel Industry

Mater Dei College:

Social Service Paraprofessional Program A.A.

Community Mental Health Assistant Program A.A.

Liberal Arts A.A.

For major in:

- Humanities and Social Science
- Math
- Biology
- Chemistry

Nursery Education Program A.A.

Teaching Assistant Program A.A.

Extension Courses:

- Theology/Philosophy
- Humanities
- Social Sciences
- Natural Sciences

St. Regis Mohawk Reservation

North Country Community College:

A.A. Degree

Options in:

- Humanities
- Individual Studies
- Social Sciences

A.S. Degree

- Business Administration
- Individual Studies
- Mathematics
- Science

One-Year Certificates

- Clerical Studies
- Individual Studies
- Practical Nursing
- Secretarial Studies

Cooperative Degree Program in Industrial Technology

A.A.S. Degree

Biological Technology
Business Administration
Criminal Justice
Comm. Mental Health Assistant
Individual Studies
Medical Secretary
Radiologic Technology
Retail Business Management
Secretarial Science

Canton A.T.C.:

Agriculture & Life Sci. Div.
Business Technology Div.
Engineering Tech. Division
General Education Division
Health Technology Division
Police Science

Jefferson Community College:

A.A., A.S.

Business Administration (A.S.)
Criminal Justice (A.S.)
Engineering Science (A.S.)
Liberal Arts (A.A.)
Science or Mathematics (A.S.)
Transfer Curricula

A.A.S.

Accounting
Business Management
Data Processing
Exec. Secretarial Science
Nursing
Science Lab. Technology

One Plus One Curricula

Curricula offered at Agricultural and Technical Colleges at Canton and Morrisville.

Journalism-Morrisville
Hotel, Restaurant and Institutional Food Management-Morrisville
Hotel Technology-Canton
Banking, Insurance and Real Estate-Canton
Food Science Administration-Canton
Industrial Technology-Canton

Self and Skills Program

A one-semester program to help students develop the skills that are necessary for survival in college.

Certificate Programs

In addition to the associate degree programs, the college offers certificate programs made up of a special proficiency in specific fields.

Programs are:

Accounting
Criminal Justice
Hospitality and Tourism
Secretarial
Retail Merchandising

4.2.3 CONTINUING EDUCATION CREDIT PROGRAMS OFFERED IN THE FALL OF 1974

A.T.C.:

Accounting
Biology
Data Processing
Economics
Mathematics
Med-Lab. Tech.
Physical Science
Police Science
Psychology
Reading
Sociology
Speech
Sports Science
Writing

J.C.C.:

Anthropology
Art
Astronomy
Biology
Business
Chemistry
Criminology
Data Processing
Economics
English
Family Life
Foreign Languages
History
Music
Office Skills
Philosophy
Psychology
Sociology
Special Education
Speech
Tourism

Clarkson College:

Behavioral Management
Computer Methods
Human Relations
Inventory Models
Labor Relations

St. Lawrence University:

Education
Psychology
Counseling

S.U.C.P.:

Biology
Chemistry
Computer Science
Drug Studies
Education
English
Geography
History

- Literature
- Mathematics
- Psychology
- Sociology

Mater Dei:

- Art
- Economics
- Family Life
- Geography
- Library Skills
- Mathematics
- Music
- Psychology
- Religious Studies
- Sociology

N.C.C.C.:

- Anthropology
- Biology
- Business Practices
- Education
- English
- History
- Literature
- Marriage & Family Life
- Mathematics
- Philosophy
- Photography
- Psychology
- Sociology
- Speech

4.2.4 INSTITUTIONAL POLICY

Interviews were conducted with a random sample of faculty members, a small representative group of students and most of the major administrators of the educational institutions. The stated policies of the institutions are very much in keeping with the nature of each institution.

BOCES:

BOCES state that their primary responsibility is to the school districts towards serving the school-age students. During the daytime BOCES will let adults into their programs after they have met the requirements of the school children. The evening school is mainly intended for the adults. The BOCES make a major effort to respond to the needs of adults within the limits of their budgetary capabilities.

Clarkson College:

Clarkson is not involved in continuing education except for a program leading to a Masters Degree in Industrial Management and occasional seminars and workshops conducted by the Clarkson Technical Information Center. There are no firm plans for the college to expand into continuing education but as part of its community service plans, the college is intending to shift some classes to the evening hours to accomodate those persons in the community who may wish to enroll in them to continue their education.

The Community and Educational Services Committee, a Faculty Senate standing committee, is currently conducting a survey to determine: (a) those courses already taught at Clarkson that might be of interest to adults in the surrounding communities; and (b) the continuing education needs of persons in the community for courses at Clarkson College that could be taught in the evening. The survey is being conducted in cooperation with the Student Affairs and Curriculum and Program Committees.

The Community and Educational Services Committee is responsible for the coordination of community service. The Clarkson Technical Information Center has gradually expanded its operation from providing information and service to industries that financially support the center to running various workshops, seminars, and conferences for industries on various topics that might be of use to industries.

A.T.C:

The Agricultural and Technical College at Canton has been involved in a formalized program for continuing education since 1966. The college administrators are committed to expanding the continuing education programs. The President, Dr. Earl McArthur, very strongly believes that a very large portion of the not so formally educated adults of the region can be and must be served better by the college continuing education program. The President believes that the non-credit programs which are financially self-supporting can and should be expanded to serve the industrial and agricultural population of the region. He does not believe that the budgetary constraints that affect the credit programs of the college will restrict the non-credit programs of the college. Most of the administrators of the college reflect the enthusiasm of the President and are supportive of an aggressive innovative continuing education program.

Wadhams Hall:

In the training of future priests the college encourages the students to participate in community service programs. Continuing education is not considered as part of the mission of the college.

N.C.C.C.:

The North Country Community College in its stated objectives strongly affirms its commitment to serve the needs of the community. The administrators reflect that commitment in their attitude toward continuing education. Most of the administrators believe that the college programs should be made available to the community through credit or non-credit courses. The administrators maintain a close relationship with the community and project a very healthy attitude of community extension service. The Directors of the various extension centers are encouraged to develop new programs, and institutional support for their programs has produced a healthy relationship between the main campus and the extension centers.

Paul Smith's:

The college in its present policy is not involved in continuing education. The college has stated its intention to expand into adult continuing education programs. No definite plans are underway, but the college administrators are looking into the possibilities for the future. Because of the unique nature of the college in its academic offerings the college administrators are aware of its great potential. The programs in forestry, environmental studies and restaurant management, because of their vocational orientation, because of the location of the college and because the college clientele are not only recruited from all over the nation, but also from different parts of the world, have great potential for expanding into short-term workshops and conferences.

St. Lawrence:

The administrators at St. Lawrence maintain that St. Lawrence University does not have a continuing education program. Interviews with Vice Presidents and Deans indicate that this college serves a unique clientele and does not wish to be considered as an institution involved in adult continuing education. In practice, however, several programs in the education department could be considered continuing education since they meet the needs of adults in the teaching profession. So, too, a number of conferences on the Adirondack Park and the occasional short-term workshops that the individual departments have sponsored in the past can be considered continuing education in the strictest sense of the term. In general, the university indicates that it has no continuing education programs and no plans to initiate new programs in the near future while in practice it is very much involved in running workshops, short courses, conferences and seminars for various professional groups in the region.

J.C.C.C.:

The state policy of the college is to serve the community in all possible ways. A very aggressive continuing education program translates in good measure that policy into action. The college makes a great effort to meet the needs of the adults and is constantly initiating new programs and courses. The college also maintains the policy that what is worth teaching in a college should also obtain academic credit and so offers almost all of its courses and workshops for academic credit. This policy produces a substantially large list of academic programs for credits each semester while keeping the list of non-credit programs to a minimum. The

President and the Director of Continuing Educaiton keep very close contact with the community and actively seek to promote good communication with the community. Budgetary restraints have held this college from serving Jefferson County better and also Lewis County.

Mater Dei:

Mater Dei College has been involved in continuing education of adults since its inception in 1961. The stated policy of the college is that the college is an adult education college for adults of all ages. The college actively encourages senior citizens, housewives and adults with very little formal education to participate in college education. The administrators are constantly looking for ways and means to initiate new programs and new extension centers.

Mater Dei has made a major effort to generate programs for senior citizens and for those involved in the work of serving senior citizens through their summer programs. Moreover, the college also is making a substantial effort to serve the Indians at the St. Regis Mohawk Indian Reservation through its extension courses.

S.U.C.P.:

The State University College at Potsdam has the largest and most extensive continuing education program in the region. Because of the vastness of the college and the size of its administrative staff, several administrators participate in the institutional policy making of the college. In general there is no explicit stated policy regarding adult continuing education at the college. Several administrators look upon continuing education as a source for new students, new F.T.E.'s and New Markets while others look upon continuing education as a means to make graduate level courses in education available to teachers and educators at evening and at extension centers while a few see the role and responsibility of the only senior level state college in the region to serve the adults of the region through life long learning. The graduate school has been active in providing education courses for teachers mainly in Watertown. No definite policy seems to exist in terms of senior level courses at the undergraduate level.

4.2.5 EXTENSION CENTERS:

In their efforts to make their programs available to their clientele some of the institutions conduct educational programs at several extension centers.

A.T.C.:

Besides conducting evening classes on the main campus

A.T.C. has also had programs at Gouverneur, Ogdensburg, Massena, Heuvelton, and Potsdam. (Chart # 4.2.2) This college has attempted offering programs at the Indian Reservation without much success. The community leaders at Lewis County do express their need for an extension center in Lewis County run by A.T.C.

Wadhams Hall:

The students at Wadhams Hall participate in tutoring about 25 adults at the Akwesasne Indian Reservation at Hogansburg, New York.

N.C.C.C.:

North Country Community College, besides offering its evening classes on the main campus, has had programs at Tupper Lake, Malone Extension Center, Hogansburg, St. Regis Falls, Elizabethtown Extension Center, Ticonderoga, Port Henry, Schroon Lake, Willsboro and Crown Point. The Malone Extension Center besides serving the community at Malone, also tries to serve the needs of the Indian Community on the reservation. The college expresses its readiness to offer courses and programs in any location within its jurisdiction as long as there are sufficient numbers of students and the course is reasonable.

S.U.C.P.:

The State University College at Potsdam, besides conducting a large evening school on the main campus, has several extension programs at several centers. To meet the needs of educators a fairly large number of graduate level courses are offered at Watertown. Besides Watertown, programs have been offered at Glenfield, Heuvelton, Hogansburg, Ogdensburg, Rome, Saranac Lake, Star Lake and Tupper Lake. The Department of Education, because of its service capacity to educators, is in a unique position to offer its programs at various locations without unduly displacing the efforts of other colleges. As the only State College offering senior level programs and since the other senior level colleges do not offer continuing education programs, it becomes very important for S.U.C.P. to offer senior level courses at several locations in the region.

With all the extension centers and satelites the regional map is :

Main Campus	Other Locations
1. Clarkson College, Potsdam	
2. Canton A.T.C.	2.1 Gouverneur

AGRICULTURAL AND TECHNICAL COLLEGE AT CANTON EXTENSION CENTERS

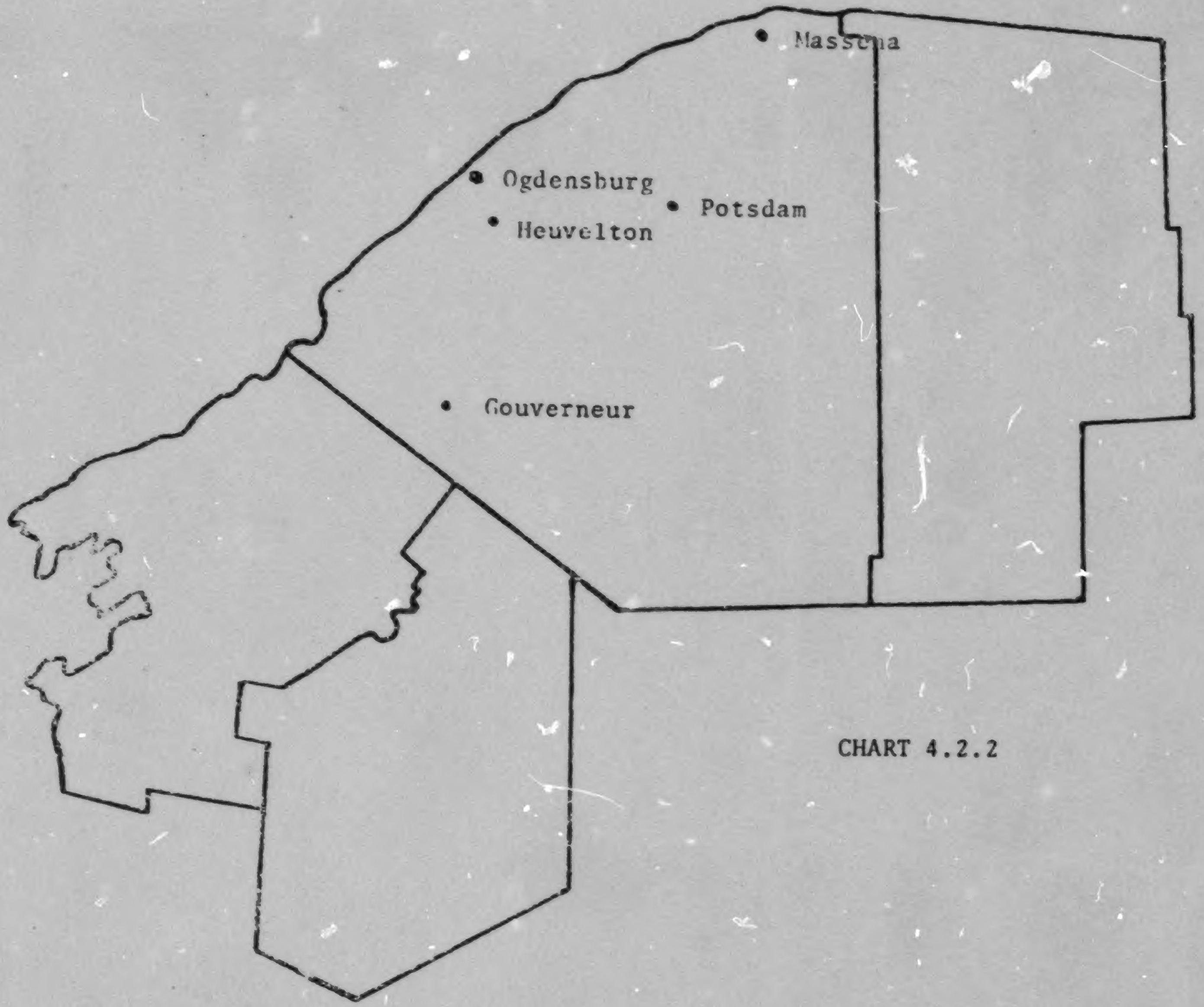

Massena
Ogdensburg
Potsdam
Heuvelton
Gouverneur

CHART 4.2.2

NORTH COUNTRY COMMUNITY COLLEGE EXTENSION CENTERS

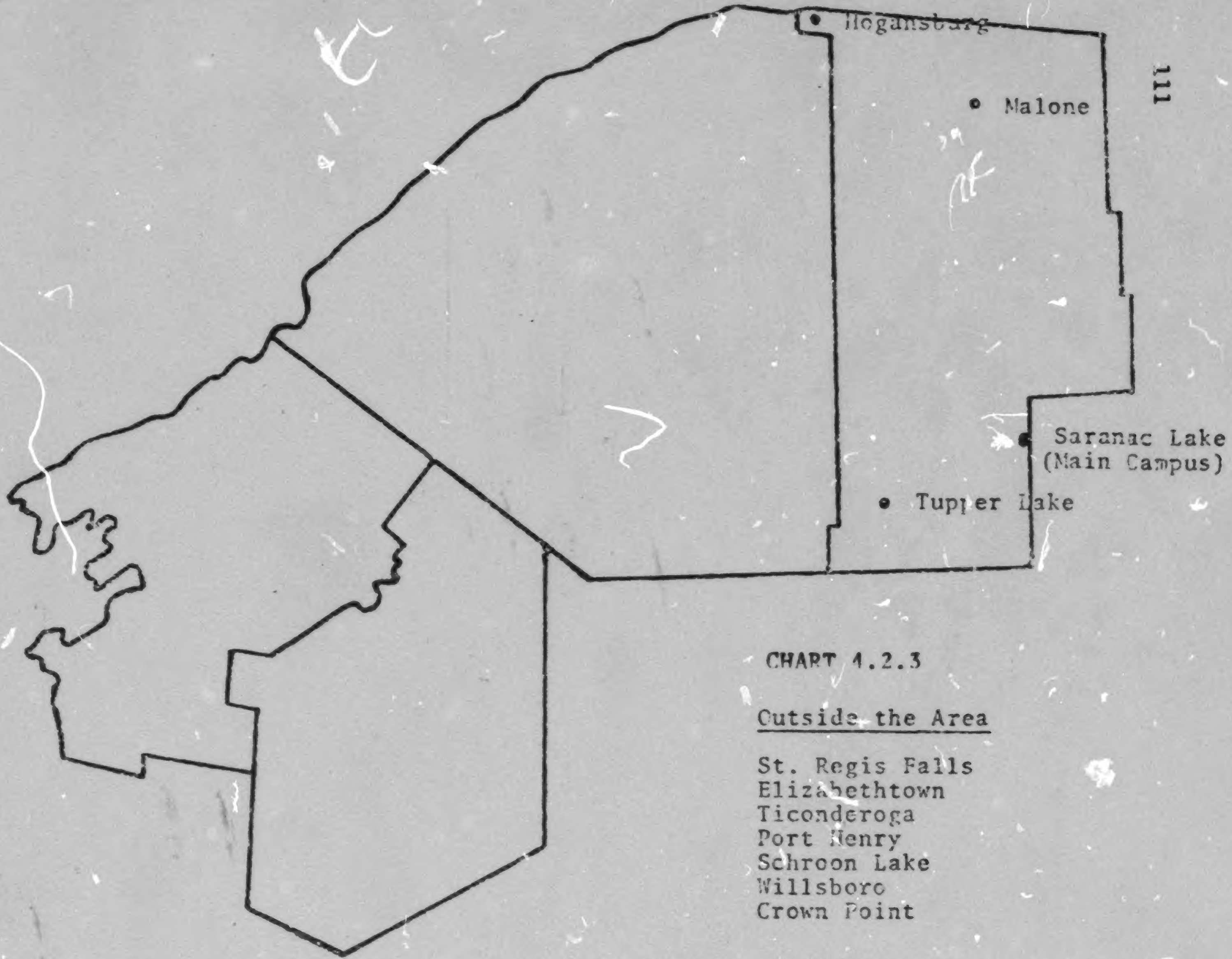

Hogansburg
Malone
Saranac Lake
(Main Campus)
Tupper Lake

CHART 4.2.3

Outside the Area

St. Regis Falls
Elizabethtown
Ticonderoga
Port Henry
Schroon Lake
Willsboro
Crown Point

MATER DEI COLLEGE EXTENSION CENTERS

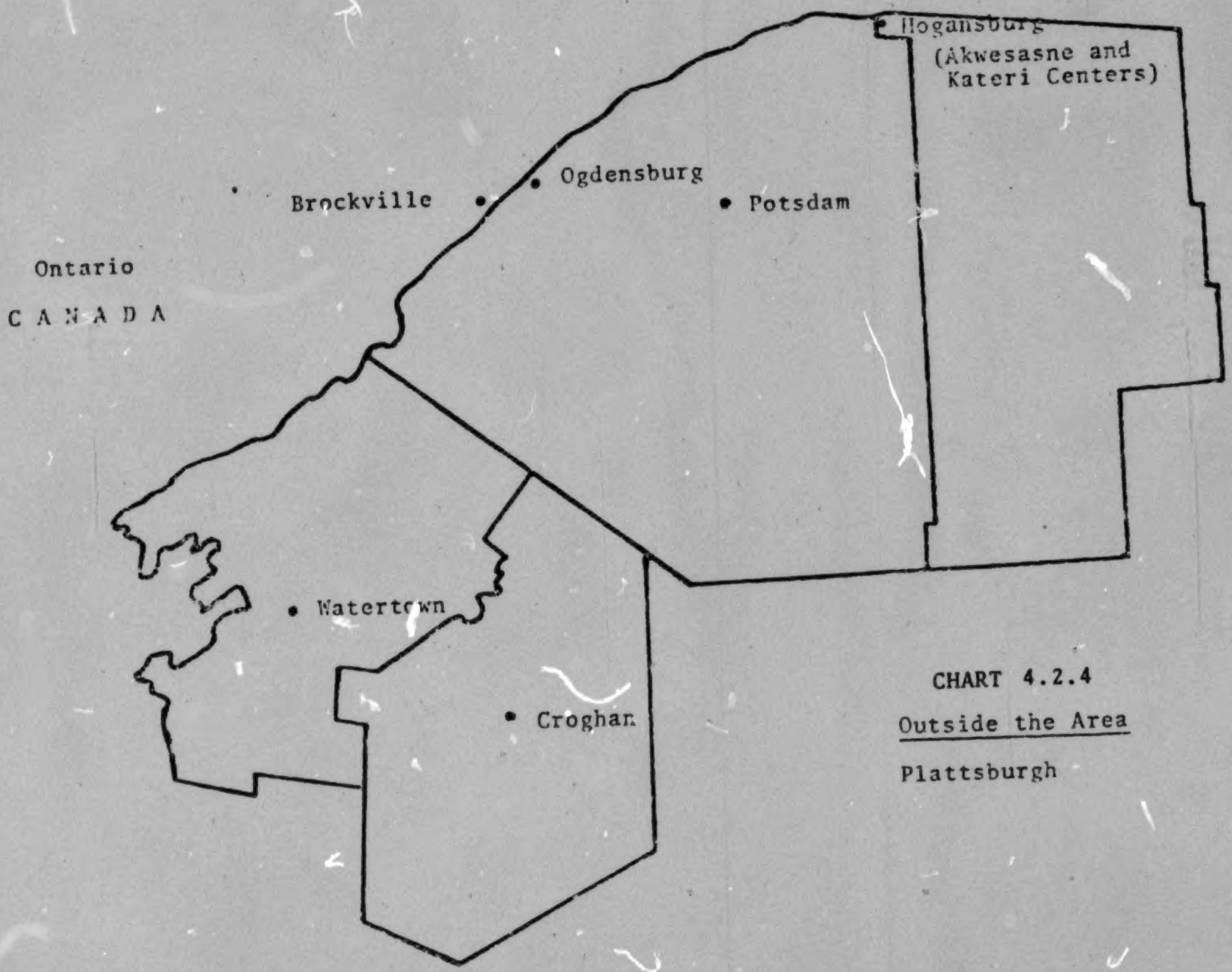

Hogansburg
(Akwesasne and
Kateri Centers)
Ogdensburg
Brockville
Potsdam
Ontario
CANADA
Watertown
Croghan

CHART 4.2.4

Outside the Area

Plattsburgh

STATE UNIVERSITY COLLEGE AT POTSDAM EXTENSION CENTERS

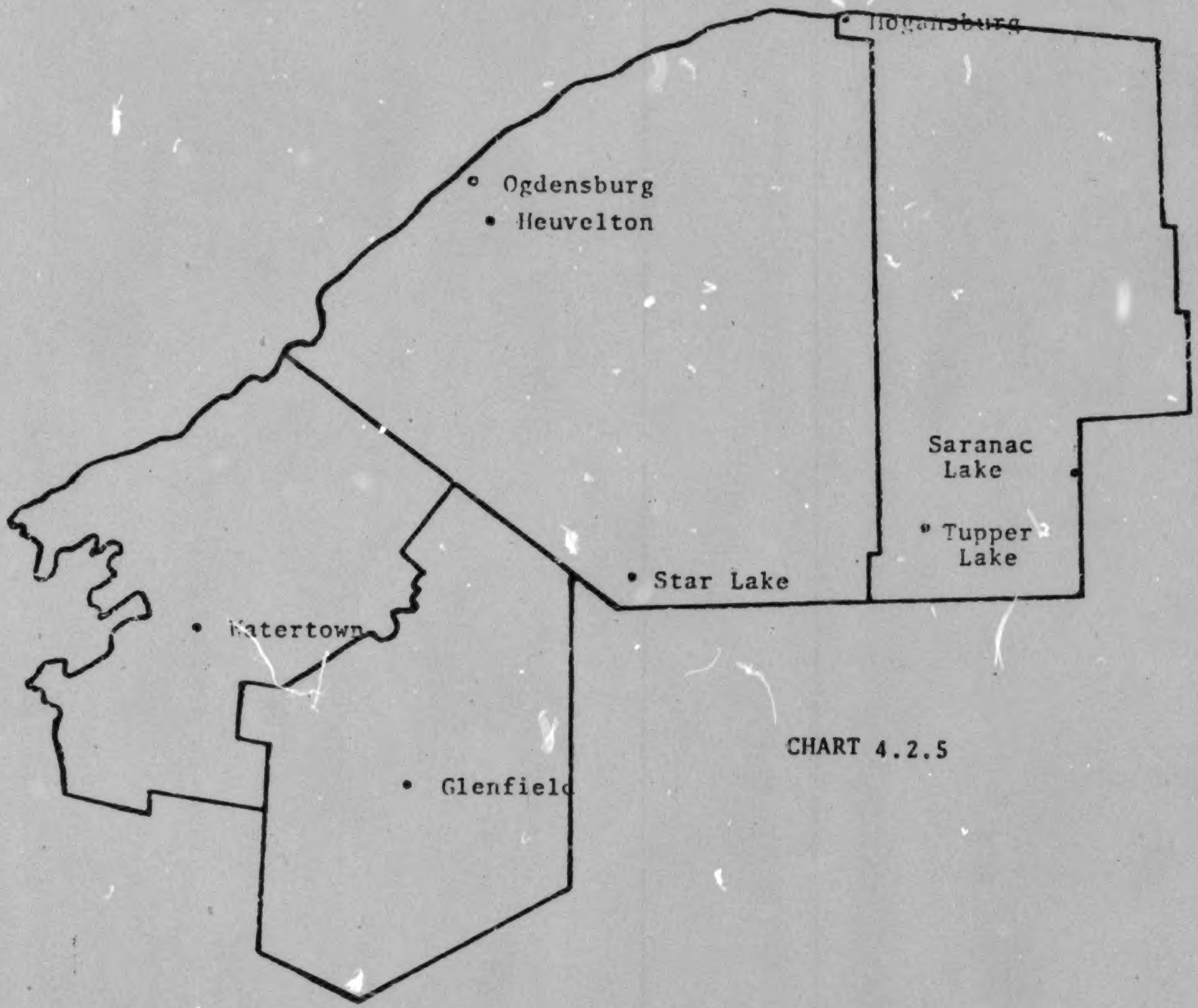

Hogansburg
Ogdensburg
Heuvelton
Saranac Lake
Tupper Lake
Star Lake
Watertown
Glenfield

CHART 4.2.5

Main Campus	Other Locations
	2.2 Ogdensburg
	2.3 Massena
	2.4 Heuvelton
	2.5 Potsdam
3. Wadhams Hall, Ogdensburg	3.1 Akwesasne Center
4. North Country Community College, Saranac Lake	4.1 Tupper Lake
	4.2 Malone Extension
	4.3 Hogansburg
	4.4 St. Regis Falls
	4.5 Elizabethtown Extension
	4.6 Ticonderoga
	4.7 Port Henry
	4.8 Schroon Lake
	4.9 Willsboro
	4.10 Crown Point
5. Paul Smith's College, Paul Smith's	
6. St. Lawrence University, Canton	
7. Jefferson Community College, Watertown	
8. Mater Dei College, Ogdensburg	8.1 Akwesasne Center
	8.2 Watertown
	8.3 Potsdam
	8.4 Plattsburgh
	8.5 Ogdensburg
	8.6 Croghan
	8.7 Brockville
	8.8 Hogansburg
9. State University College, at Potsdam	9.1 Glenfield
	9.2 Heuvelton
	9.3 Hogansburg
	9.4 Ogdensburg
	9.5 Rome
	9.6 Saranac Lake
	9.7 Star Lake
	9.8 Tupper Lake
	9.9 Watertown

10. The six campuses of BOCES where continuing education courses are offered are:

    1. Northwest Tech., Ogdensburg, N.Y.
    2. Seaway Area Technical Center, Norwood, N.Y.
    3. Southwest Tech., Balmat, N.Y.

4. Lewis County Area Occupational Center,
   Route 12, Glenfield, N.Y.

5. Jefferson Vocational-Technical Center,
   Outer Arsenal Street Road, Watertown, N.Y.

6. North Franklin Educational Center, State
   Street, Malone, N.Y.

(See Chart 4.2.1)

4.2.6 ADMINISTRATION

A.T.C.:

At A.T.C. there is a central office for continuing education with a full-time Director and a full-time secretary. The director of continuing education is also the director of the Summer Program.

C.C.T.:

At Clarkson College the Director of the Technical Information Center is responsible for making available the services of the college to the industries and businesses through seminars, workshops and such other programs. The Director of the Division for Special Programs and the Community and Educational Services Committee are responsible for community service programs. There is no Director of Continuing Education.

Wadhams Hall:

It does not have a Director of Continuing Education but a regular faculty member acts also as the Director of Community Services assisted by a student. An office is maintained for the Director. About $3600 per annum is allocated to the Community Services Program which is about 1% of the annual college budget.

Paul Smith's:

Paul Smith's College does not have a Director of Continuing Education and a separate budget. The Dean of Instruction acts as the Director and is in the process of exploring possibilities for the future.

St. Lawrence:

At St. Lawrence University the responsibilities of directing the continuing education programs rests partially with the Director of Summer Sessions and Interterm.

J.C.C.C.:

At Jefferson Community College there is a central office for Continuing Education with a full-time director, one full-time secretary, one part-time receptionist and two part-time counselors. About 4.5% of the annual budget is spent on continuing education.

Mater Dei:

At Mater Dei College the Dean of Instruction is also the Director of the Continuing Education Programs. The Coordinator of the Social Services Paraprofessional Program also coordinates the student volunteer services program as part of the community services of the college. At present about 20% of the college budget is earmarked for community services.

S.U.C.P.:

At the State University College at Potsdam the Director of Continuing Education supported by a secretarial staff, two full-time and one half-time persons, is responsible for the evening classes, the graduate extension courses and the summer school.

BOCES:

At each of the BOCES centers the Director of the evening programs acts as the Director of the Continuing Education Programs. The position of the Director of Evening Classes is not a separate full-time position.

N.C.C.C.:

At North Country Community College the Dean of Instruction assumes the major responsibility in directing the extension programs and the continuing education programs on the main campus. These are full-time directors for the Malone Extension Center and the Extension Center at Elizabethtown. About 8% of the annual budget is estimated to be for continuing education.

Though the responsibility of the program falls on the Dean of Instruction at N.C.C.C., the directors of the extension centers and various other administrators share in administering and running the programs. At J.C.C.C. the program, though administered by a very competent director, is growing large enough to warrant an increase in the administrative staff. There is considerable room and potential for expansion of the program in Jefferson and Lewis counties and the expansion of administrative staff will facilitate such expansion. At S.U.C.P. the Director of Continuing Education is responsible for a very large program. The graduate courses for educators at Watertown, the evening classes on the main campus at Potsdam and the summer school are his responsibility besides the other credit and non-credit offerings. If F.T.E.'s generated are a criteria, the directors of the programs at S.U.C.P. and also at A.T.C. need more staff assistance. If A.T.C. and S.U.C.P. intend to serve Lewis and Franklin counties better the directors at both the colleges need more staff help. The better alternative for increasing the size of the staff would be to coordinate the activities of the two S.U.N.Y. institutions. Publicity, admissions, day-to-day supervision, registration, record keeping and other such responsibilities could be easily shared.

4.2.7 ADMINISTRATIVE STAFF

A.T.C.:

Director of Continuing Education reports to the Vice President for Academic Affairs who reports to the President.

Credit courses are initiated by the division chairpersons and approved by the Dean of Instruction. This control by division chairpersons is much more than supervision over academic standards. The academic divisions determine the course offerings. In the area of non-credit programs the Director of Continuing Education has maximum flexibility as long as they are financially self-paying.

N.C.C.C.:

The Associate Dean of the College is the Director of Continuing Education. The Director of each of the Extension Centers directs the programs at Malone and Elizabethtown. The Associate Dean reports to the Dean of Instruction who in turn reports to the President.

The Associate Dean initiates new programs, but all new courses have to be approved by a curriculum committee to guarantee academic standards. More committees are involved in initiating new degree programs.

J.C.C.:

The Director of Continuing Education is responsible to the Dean of Instruction regarding programs for credit and directly to the President regarding non-credit programs.

In the area of non-credit programs the Director of Continuing Education has full authority to initiate and offer programs.

In the area of programs offering academic credits the Director of Continuing Education has ample authority to

TABLE 4.2.2

ADMINISTRATION-CONTINUING EDUCATION

Institution	Person Responsible For Cont. Ed. Programs	Full Or Part Time	Annual Salary	Reports To Whom ?	Credit Programs Initiated By Whom ?	Non-credit Programs Initiated By Whom ?
SUCP	Director of Cont. Education	Full Time	Over $20,000.00	Dean Of Graduate Studies	Academic Departments	Director of Continuing Education
Clarkson						
St. Lawrence	Dir. of Sum. Schl & Interterm					
NCCC	Associate Dean For Continuing Education	Full Time	$17,000.00		College Curriculum Committee	Associate Dean Or Extension Director
JCCC	Associate Dean for Cont. Educ.	Full Time	$22,900.00	Academic Dean And President	Assoc. Dean, Div., Curriculum Comm.	Associate Dean
Canton ATC	Director of Cont. Education	Full Time		V. Pres. Academic Affairs	Divisions, Dean of Instruction	Director of Continuing Education
Mater Dei	Academic Dean of College	Full Time	$15,000.00	President Of The College	Academic Dean With Curriculum Committee	Academic Dean With Curriculum Committee

offer programs with the consent of the academic divisions and approval of the curriculum committee to insure academic quality.

Mater Dei:

The Academic Dean who is also the Director of Continuing Education reports directly to the President. The Academic Dean has the authority to initiate new programs and courses with the approval of the curriculum committee. To institute a new degree program, approval from the Board of Trustees is required.

S.U.C.P.:

The Director of Continuing Education reports to the Dean of the Graduate Studies in the absence of an Academic Vice President. When there is an Academic Vice President the Director reports directly to the Vice President who in turn reports to the President. The Director does not have authority to introduce and determine new courses and programs. The academic departments, the departmental chairperson and the academic deans retain the authority to determine credit courses with an added supervision from the Dean of Graduate Studies in the area of graduate courses. The Director has a fair amount of authority in the area of non-credit courses. The non-credit courses are financially self-paying. The chairpersons of the several departments, combined with the control of the Deans, leaves very little freedom for the Director of continuing education to initiate new programs. Moreover, the added supervision of a Dean of Graduate School adds more restrictions on the Director. The administrative set up with the controls of several Deans and chairpersons imposes on the Director of Continuing Education a demand for extreme flexibility and ability to cooperate with others.

BOCES:

A part-time Director of Continuing Education supervises the continuing education programs at BOCES centers. The Director reports to the Assistant Superintendent of Vocational Education. The Director of Continuing Education has the authority to introduce new courses and programs with the approval of the Assistant Superintendent and within the constraints of the budget. The Director works closely with the Supervisors (Principal) of each of the Technical Centers, the faculty members and the Apprentice Training Coordinators. There is a fair amount of cooperation and interdependence among them.

4.2.8 POLICY MAKING

Neither Clarkson College nor St. Lawrence University have continuing education programs per se. Both schools do, however, have programs in specialized areas which serve adults. These programs are administered either by the academic departments or an office of special programs.

At several of the area institutions programs are initiated and approved by administrators and/or committees that are not directly involved in continuing education. At S.U.C.P. and A.T.C., for example, the Directors of Continuing Education have no part in the decision-making process where credit courses are concerned. The courses and programs are decided by the individual departments making up the continuing education credit curriculum.

At Jefferson Community College and Mater Dei the administrators for continuing education have a more active voice concerning decisions about new credit courses. At J.C.C. the Associate Dean of Continuing Education can initiate new courses as can the Academic Dean at Mater Dei. In both cases, however, they still must get final approval from their respective curriculum committees.

In the non-credit area, the procedure for initiating new courses is much less complicated. At the colleges surveyed, the continuing education administrators themselves are responsible for initiating new non-credit courses.

4.2.9 PLANS FOR EXPANSION

C.C.T.:

Clarkson College has no specific plans for expansion of continuing education programs. The Clarkson Technical Information Center keeps constantly in touch with the industries and businesses of the region. In cooperation with Student Affairs and Curriculum and Program Committees the Faculty Senate Committee, "The Community and Educational Services Committee" has conducted a survey to determine a) those courses that might be of interest to adults in the community and b) the needs of continuing education that can be met by Clarkson College in keeping with the mission of the college.

A.T.C.:

The Director of Continuing Education has an advisory committee that supplies a limited feedback from the community. The Director informally, by means of letters and occasional personal contacts, tries to survey the needs of the community. In 1968, the Associated Colleges of the St. Lawrence Valley sponsored a "Survey of Needs for Higher Education of Massena Citizens" at the request of A.T.C. The results of this survey were inconclusive. The Director of Continuing Education believes that because of the lack of adequate staff he has been unable to free himself from the day-to-day office work to go out into the community to explore and survey the needs and potential of the adult learners of the region. The projected new programs for the future are:

TABLE 4.2.3

FUTURE PROGRAMS-A.T.C.

Name of Program	Type of Program	Estimated Starting Date	How Was Need Of Prog. Determined
Fire Science	Degree A.A.	After 1976	Campus
Safety Supervision	Degree A.A.	After 1976	Campus
Dental Asst. Program	Degree A.A.	After 1976	Campus

N.C.C.C.:

North Country Community College has had an "Institutional Self-Study" made for the benefit of the Commission on Higher Education Middle States Association of Colleges and Secondary Schools. The study was completed in July 1974. This study examines some of the potential areas of growth for the college. The several administrators, especially the Associate Dean, the Directors of the extension centers and the Departmental chairman make a great effort to keep in touch with the local community. Some of the administrators have had past experiences in county cooperative extension services and their close contact with the local communities reflect that orientation.

TABLE 4.2.4

PROJECTED NEW PROGRAMS

Name of Program	Type of Program	Estimated Starting Date	How Was Need of Program Determined
Long Term Care (Geriatric Aid)	Short Term Certif.	Just Getting Underway	Response to Expressed need from hospital administration
Recreation Management	Degree	18 mo.	At request of certain College Sponsors

Table 4.2.4-continued-

Name of Program	Type of Program	Estimated Starting Date	How Was Need of Program Determined
Ski Management	Certif.	18 mo.	Local Interest Groups
Mgt. Rrain. Proj.(entry Lev.Mgt.Pers)	Degree	1 yr.	Recommended by Hospital Administration Locally
Arts/crafts incl.comm. Phot.Design	Degree	2 yrs.	Internally Initiated
Paralegal Prog.Certificate Degree	Certif. and Degree	2 yrs.	Recommended by Trustee of College
Coop.Degree Certificate Prog. with BOCES	Cert.Degree(New BOCES being blt)	2 yrs.	

Mater Dei:

No formal surveys and studies have been conducted by Mater Dei College to assess the needs of the community. Given the financial problems of a two-year private college Mater Dei has had a very flexible approach in its academic planning and has made its programs available wherever the need was evident and the market promising. Some feasibility studies of the needs of social agencies have been made in regard to needs of community service programs.

(See Table 4.2.5)

BOCES:

There is no formal survey of the educational needs of the community. Informal contacts between the Director and the faculty seems to be one of the ways in which new programs are generated.

Name of Program	Est. Start. Date	How Need for Prog. Was Determined/What Was Needed
TV Courses	Spring 1975	Surveys

TABLE 4.2.5

PROGRAM NEEDS-MATER DEI

Name of Program	Type of Program or Degree	Est. Start Date	How Was Need For Program Determined And What Was Need
Criminal Justice	A.A.S.	Aug. 1975	Request of Police Officers in Area
"Project Ahead"	A.A.-Veterans & enlisted Men	Jan. 1975	Request of Veterans and Army Officials
Occupational Therapy	A.A.S.	1976	Grow Out of Social Work
Paralegal	In Process Of Study		Student Volunteers in Geriatric Ctrs. Requested Program
Religion Studies Cont.Ed. for Priests, Sisters, Deacons	A.A.	1975	
Pre-Nursing Program	Undergraduate For Possible Transfer	Sp. 1975	Request from adults through 1)Pat VerSchneider (Adult Career & Counseling Svc.) 2)Mrs. Wood (St. Lawrence Psychiatric Ctr)

The Directors of the BOCES do keep in constant touch with the industries through the apprenticeship programs. The BOCES are looking for more cooperation from the industries, health service institutions, businesses, and labor unions and are looking forward to expansion of their industrial apprenticeship programs. Significant growth can be predicted because of the dynamic leadership of the Directors and their staff. No formal surveys are underway; informally, however, there is a great deal of communication between the community and the schools.

4.2.10 SUCCESS AND FAILURE

New programs planned for the future, modifications of programs to meet perceived needs, identification of successful programs and analysis of programs that have failed, indicate the institutional response to the needs of their clientele. The directors of the continuing education programs of the colleges and BOCES were requested to report on their success and failures for the last five years.

A.T.C.:

The Director of Continuing Education at A.T.C. reports that a drastic change in the policies was expected at A.T.C. The college was planning an expansion of non-credit programs. The new programs and courses will be in response to the demands of industry and business. Besides the non-credit courses, to suit the demands of industry and business, a few programs in leisure activities and the crafts will be included.

A.T.C. reports three programs as very successful. The "65-hour Real Estate Brokers Exam Course", as preparation for licensing has been a real success. This course has successfully attracted over 20 students each time for at least four spring semesters. The reasons for the success of this program were 1) that there was a need in the community; 2) was practical; 3) the course was not offered elsewhere; 4) a satisfied clientele creating good publicity. The program in "Criminal Justice", because of the assistance through the "LEEP" program has also been successful. Interest in the program among law enforcement personnel has been encouraging and the need for the program is substantial. There are about 56 in-service officers participating in this program. Courses are made available to local government employees tuition-free and the participants have very enthusiastically responded to such a program.

N.C.C.C.:

Programs in Criminal Justice, Mental Health, Allied Health, Lab Technology and X-Ray, LPN and Physical Education have been most successful at North Country Community College. Criminal Justice meets an acute need and the LEEP program provides assistance for the clientele. Moreover, the placement of the graduates in jobs has been very successful. Enrollment in the "Mental Health" program has almost doubled and the graduates in this program have either been able to find good positions or have been accepted into advanced college degree programs. The abundance of jobs in medical services in the local community has produced high enrollments in the Allied Health programs with a very low attrition rate and a high rate of certification. The success of the programs in Physical Education can be attributed to the nature of the environment, the local interest in outdoor recreation, very good staff and emphasis on outdoor leadership.

The programs in "Retail Management" at North Country Community College have not been successful because the local area and its economy does not offer sufficient job possibilities for the graduates. The high cost of the program of "Medical Secretary" has been the cause of the failure of that program. Some of the proposed modifications include a broadening of the Lab Technology program with A.A.S. degree to include industrial and medical and environmental research, an Outdoor Leadership degree program in "Physical Education," an A.A.S. degree program in "Community Mental Health Assistant" and an A.A.S. degree program in "Human Services" which will include Criminal Justice.

At North Country Community College new courses have been initiated because of public demand or as outgrowth of existing courses or because of the initiative of faculty members.

Course Name	Reason For Starting
1. Introduction to Transactional Analysis	Demand from Sunmount Developmental Center
2. Basic Emergency Care	Outgrowth of Other Programs
3. Totalitarian Politics	Initiated by Faculty
4. Dynamics of Woman	Outgrowth of Non-Credit Course
5. Motor Perceptional Learning (Early Childhood)	Demand of Area Teachers

J.C.C.C.:

The Jefferson Community College reports that the Program has initiated the establishment of an A.A. degree program in the place of a certificate program. So too, the Business Management Program will be modified to accomodate an emphasis in "Retail Merchandising" for the A.A. degree.

New courses and programs projecte for the near future at Jefferson Community College are:

Courses and Programs	Reasons for Starting
1. Work Study at Hospitals	Practical Experience Need
2. Work Study in Tourism	Practical Experience Need
3. Humanities: Report Writing	Expansion of Present Electives
4. Humanities: Childrens Lit	Expansion of Present Electives
5. Probation and Parole	Expansion of Present Electives

6.	Hematology (Nursing)	Expansion of Present Electives
7.	History of Organized Crime (History)	Expansion of Present Electives
8.	Medical Science Lab Program	Demand

Two programs in Russian and Spanish languages have been terminated because of the paucity of enrollments.

Mater Dei:

At Mater Dei College the Social Service Paraprofessional degree program because of very successful job placement, Community Mental Health Assistants degree program, because of advancement on the career ladder of the New York State Department of Mental Hygiene, the non-degree program in Gerontology "Challenge for Tomorrow" because of the acute need for those who work with senior citizens and the non-degree program for married couples "Marriage Encounters" because of the quality of the program that met an acute need in the community were most successful.

Dynamics of Law Enforcement has been proposed as one of the new programs on request by local policemen at Mater Dei. The college has also planned to offer "Comparative Economic Systems" on request from local senior citizens for the next two years.

S.U.C.P.:

State University College at Potsdam does not report any programs as significantly successful or unsuccessful. No definite program proposals are available for the future. All courses offered at the college are open to part-time students and the program offerings in continuing education are very dependent on what the chairmen of the academic departments determine.

BOCES:

At the BOCES, the courses in Refrigeration, Auto Mechanics and Auto Body Repair have proven to be very successful because of student interest and job placement.

Oil Burner Servicing and Surveying have not proven to be a success because of the lack of enrollments.

Future plans for growth depend on the cooperation of industries, businesses and labor unions to develop apprenticeship programs.

In general the most successful programs have one or more of the following characteristics:

1. Successful job placement - good local job market
2. Outgrowth of ther rograms
3. Financial subsidy like LEEP
4. Indigenous needs
5. Demand by local clientele like businesses

The most successful programs at the several institutions were those that were aimed at specific sub-groups of the population with very practical applications. Job related programs have had the highest rate of success. Satisfied customers have generated further success and have produces several more programs. Customer satisfaction has not been the hallmark of the educational institutions in imposing rigid registration and admission procedures. The tolerance level of adults for bureaucratic busy work is limited. Several interviews have also indicated that easy access to information, convenient registration procedures, fee paying processes and availability of records have raised the level of satisfaction of the clients. Personal contact with faculty members and administrators has also been reported as a major contributing factor of the success of some programs. The students and faculty report that at the BOCES, Mater Dei, and N.C.C.C., there is a definite effort made to establish personal contact by the continuing education administrators.

In general the directors of continuing education found it difficult to identify the programs that have been successful and unsuccessful. The need for periodic self assessment is essential for program planning. Better record keeping procedures would also help in establishing a constant monitoring system of the pulse of the programs offered. Decision making at present seems to be made using gut level feelings rather than concrete data. This need seems to be most acute at SUCP.

4.2.11 COOPERATION BETWEEN INSTITUTIONS

The institutions, in responding to the needs of their clientele, have often found that their resources are limited and that cooperative and joint programs with other institutions are most essential.

A.T.C.:

At the request of St. Lawrence University, A.T.C. has been conducting programs in shorthand, typing and auto maintenance as a complimentary program for St. Lawrence University. There are about 45 students who participate in these programs. In cooperation with the Civil Service Employees Assoication, A.T.C. has also initiated a program in counseling, "CSEA

Counseling Course." A.T.C. is also cooperating with Mater Dei College in their Criminal Justice Program to avoid duplication and to offer complimentary and supplementary courses.

Wadhams Hall:

Wadhams Hall has been participating in the extension service of Mater Dei College at the Akwesasne Center in tutoring adult students.

N.C.C.C.:

North Country Community College has designed an "Industrial Technology" two-year program in cooperation with A.T.C. at Canton in which the participating students would spend one year at North Country Community College and another year at A.T.C. N.C.C.C. is also providing the services of job-related college courses for about 100 students per semester in cooperation with the Office of Local Government and the Civil Service Employees Assoication. The college also has cooperated with the Lake Placid Arts Center in recognizing for college credits some of the courses taught at the center making it possible for more adults to participate in college education.

J.C.C.:

Jefferson Community College has a very impressive list of programs sponsored or initiated in cooperation with other agencies in the area.

1. In cooperation with Jefferson County ARC Center, the college offers courses in Special Education which helps provide more electives and work opportunity to students in Special Education.

2. In cooperation with the New York State Department of Civil Service and the Civil Service Employees Association, college courses in Supervision and Psychology were made available to state employees. The state paid for employee training benefitting about 15 employees per semester.

3. In cooperation with the New York State Department of Health to provide for certification for personnel in emergency medical care a Medical Emergency Technician program has been offered. This course has been attended by about 50 students per semester.

4. In cooperation with the New York State Office of Local Government, two courses per semester are organized as training programs for government employees. The State pays for the participants.

7. At the request of the BOCES of Jefferson County, an Audio-Visual Training Program for Vocational Teachers is planned for the summer of 1976. About 30 students and faculty will participate. The college plans to work closely with the BOCES in the area of Health Services and Tourism.

8. In cooperation with the Jefferson County Public Schools, an early admission program is maintained through which all academic courses are made available to students.

9. Jefferson Community College provides the facilities in Watertown for the extension courses offered by State University College at Potsdam. These courses are primarily intended for educators in the area.

10. In cooperation with the National Secretaries Association, a two-year program intended to prepare students for the National Certification of Professional Secretaries has been maintained by the college.

11. At the request of the Northern New York Purchasing Association, a certificate program has been made available to the members of the association.

Mater Dei:

Mater Dei College at the request of the U.S. Army, has initiated "Project Ahead," a program for academic counseling and course evaluation.

S.U.C.P.:

The State University College at Potsdam uses the facilities of Jefferson Community College at Watertown to offer its graduate extension courses for teachers.

BOCES:

The BOCES institutions, by their very nature, are intended to work with the school districts and in keeping with their mission have initiated several cooperative programs with the school districts.

In cooperation with the industries (CIO) apprenticeship programs have been set up to upgrade and provide skilled training for tradesmen (Alcoa workers from Massena for example). So, too, in cooperation with labor unions (AF of L), apprenticeship programs have been made available for tradesmen to help in upgrading and skilled training (ironworkers and bricklayers for example).

4.2.12 COST FOR CONTINUING EDUCATION STUDENTS AND BUDGETARY

A.T.C.:

At A.T.C. the cost for credit programs is the same for all students who are part time or full time. Tuition costs do not vary for courses taught at the extension centers. Non-credit courses are run on a self supporting basis with the college obtaining 10% of the total costs to pay for overhead expenses.

N.C.C.C.:

The fees for all courses are the same. These include credit, non-credit and extension courses.

J.C.C.:

In the area of non-credit courses the fees vary if the courses are offered in cooperation with other agencies. Tuition fees are slightly lower for part-time students in credit courses.

Mater Dei:

The college cost is:

Academic courses for credit	$35 per credit
Religious Studies) Auditing Extension)	25 per course
Gerontology Courses-Summer	20 per course
Non-credit Semester Courses	90 per course

S.U.C.P.:

Fees are the same for all credit courses taught at the main campus or at the extension centers. The fees in the non-credit area varies according to the course. The non-credit courses have to be self-supporting.

BOCES:

The cost of courses varies much at the BOCES. The cost is dependent on the equipment and other such resources required for the course. Industries pay for all apprenticeship programs with no cost to the students.

A.T.C.:

All on-campus courses (both at daytime and evenings) are part of the regular instructional load of the college. So there is no separate budget for part-time and continuing education. Temporary Services Budget, which is a part of the regular school budget, pays for credit courses taught off-campus. This amounts to roughly $12,000 for two semesters. The non-credit courses are self-paying with 10% of the fee collected retained by the college for overhead expenses.

N.C.C.C.:

No separate Continuing Education budget exists. The instructional budget for 1974 was $130,000 which decreased in 1975 to $90,000. No surpluses in the budget are created by continuing education programs. Of the total budget about 70% comes from public sources and about 25% from tuition fees.

J.C.C.:

Reports a budgetary surplus resulting from Continuing Education. The total income including $105,000 from public sources, was $153,945 while the expenses were $85,634. The surpluses produced by continuing education help the total instructional budget of the college and help in its community services programs. The Director of Continuing Education maintaines a good control over his budget and his record keeping is such that the relevant data on continuing education is available to him.

Mater Dei:

Does not have a separate continuing education budget. The Diocese contributes about $15,000 per annum for the Religious Studies Program that the college conducts.

S.U.C.P.:

The Continuing Education budget at S.U.C.P. is part of the general college budget and no separate accounts are maintained for continuing education. The evening programs and off-campus extension programs total about $153,000 for 1974. The continuing education programs do not produce any surpluses. The office operations cost is about $42,000 per annum.

BOCES:

The Continuing Education budget of the BOCES is determined in such a manner that no surpluses are possible. The operating budget comes from the state amounting to about 60% of the total. Local industries and fees amount to about the remaining 40%. The total continuing education budget varies between $80 to $100,000.

Better methods of bookkeeping are needed in most of the institutions so that a constant form of financial and budgetary check can be made on each of the programs. A fairly simple type of planned program budgetary system will help the directors to monitor the financial and budgetary condition of their programs.

4.2.13 FACTORS THAT DETERMINE INTRODUCTION OF CONTINUATION AND TERMINATION OF PROGRAMS

General Reasons for Introduction of Programs:

A.T.C.:

Presidential commitment to community.
Looked around for something to do.
Financial solvency basis at first.

N.C.C.C.:

Expressed need by segments of the community.

J.C.C.:

Manpower needs of Industry, retail business and hospitals.

Mater Dei:

Requested by police, veterans, army officials, and social workers.

S.U.N.Y.:

Doesn't initiate programs or courses.
Evening courses proposed by departments.

BOCES:

Employment, hobby interest, industrial and union demands.

Reasons for Programs Continuation:

A.T.C.:

Continue programs with degree objectives in mind.
Some people just want credit for its own sake.
Continuing enrollments.

N.C.C.C.:

Meets interests or needs of people.

J.C.C.:

Continuing enrollment.
Success of courses.

BOCES:

Continuing enrollment.
Success of courses.

Reasons for Termination:

A.T.C.:

Enrollments fall below a certain point.
Need is taken care of and there is no demand.

N.C.C.:

Low enrollment.

J.C.C.:

None terminated.

BOCES:

Lack of need or public interest.
Loss of state funding.

4.2.14 PERCEIVED AREAS OF COMPETITION AS SEEN BY THE INSTITUTIONAL ADMINISTRATORS:

A.T.C.:

A.T.C. perceives BOCES, S.U.C.P. and Mater Dei College reaching to the community for the same clients and the same students. Competition is seen in the area of liberal arts from Mater Dei College even though the tuition fee at A.T.C. is much lower than at Mater Dei. In the area of technological and vocational courses competition is perceived from the BOCES. S.U.C.P. seems to be the competitor in the non-academic non-credit programs.

Wadhams Hall:

Does not perceive much of competition but wishes to cooperate more with Mater Dei College and other church groups in the area of community service, ethics, philosophy and theology.

Paul Smith's College:

Does not perceive any areas of competition since its academic programs are unique. The areas of expansion, if any, in continuing education will be in forestry, environmental studies, restaurant management and allied fields which have no duplications in the other schools of the area.

St. Lawrence University:

The graduate programs, leading to the Masters Degrees in School Psychology, Educational Administration and Counselor Education, are perceived to be areas of no competition. St. Lawrence has no other adult continuing education programs.

N.C.C.C.:

North Country Community College does not perceive much competition from its sister schools in the region. The major competition seems to be from Clinton Community College and the S.U.N.Y. at Plattsburg.

In the area of individualized studies, Empire State and the Regents External Degree programs have proven to be strong competition.

J.C.C.:

Some competition is perceived in the Secretarial Training Programs from BOCES. The general policy of the college is not to compete but to compliment and supplement the efforts of other agencies.

Mater Dei:

Perceives a high degree of competition from seven other colleges of the region in the area of liberal arts. As a private college, competition with public institutions is straining its budget to the seams. No competition is perceived in the areas of Religion, Philosophy and Theology. So far the area of Gerontology seems to be non-competitive.

S.U.C.P.:

The Director of Continuing Education at S.U.C.P. perceives a high degree of competition from St. Lawrence University, Clarkson College and A.T.C.- for programs and students.

As the only senior level institution involved in continuing education, there is no competition perceived in senior level undergraduate programs. However, in general, no competition is perceived for graduate courses in education. Although, because of perceived discontent of teachers and educators at Watertown and Jefferson County, S.U.N.Y. at Oswego has plans to offer courses at Watertown which had been exclusively served by S.U.C.P. in the past.

4.2.15

TABLE 4.2.6

HOURS AT WHICH CONTINUING EDUCATION CLASSES ARE OFFERED AND THE AVERAGE STUDENTS IN ATTENDANCE IN THE FALL OF 1974

Institution	Day	Hours	# of Students
A.T.C.	Monday	5-10 p.m.	100 Students
	Tuesday	5-10 p.m.	100 Students
	Wednesday	5-10 p.m.	100 Students
	Thursday	5-10 p.m.	100 Students
N.C.C.C.	Monday	6-10 p.m.	750 Students
	Tuesday	6-10 p.m.	750 Students
	Wednesday	6-10 p.m.	750 Students
	Thursday	6-10 p.m.	750 Students
St. Lawrence	Monday	7 p.m.	35 Students
	Tuesday	7 p.m.	16 Students
	Wednesday	7 p.m.	19 Students
	Thursday	7 p.m.	11 Students
J.C.C.	Monday	8-5 p.m.	50 Students
		6-10 p.m.	250 Students
	Tuesday	8-5 p.m.	50 Students
		6-10 p.m.	250 Students
	Wednesday	8-5 p.m.	50 Students
		6-10 p.m.	250 Students
	Thursday	8-5 p.m.	50 Students
		6-10 p.m.	250 Students
	Friday	8-5 p.m.	50 Students
Mater Dei	Monday	8 a.m.-10 p.m.	
	Tuesday	8 a.m.-10 p.m.	
	Wednesday	8 a.m.-10 p.m.	
	Thursday	8 a.m.-10 p.m.	
S.U.C.P.	Monday	4-9 p.m.	Average Number Not Known
	Tuesday	4-9 p.m.	
	Wednesday	4-9 p.m.	
	Thursday	4-9 p.m.	
	Friday	4-9 p.m.	
BOCES:	Monday	5-10 p.m.	
	Tuesday	5-10 p.m.	
	Wednesday	5-10 p.m.	
	Thursday	5-10 p.m.	
	Friday	5-10 p.m.	
	Saturday	5-10 p.m.	255 Students

BOCES:

In general BOCES do not perceive much of competition. Minor areas of competition are perceived in the field of occupational education from A.T.C. which at times has been beneficial.

4.2.16 THE ATTITUDE OF REGULAR FACULTY MEMBERS TOWARD PARTICIPATION IN EVENING COURSES AND CONTINUING EDUCATION.

A.T.C.:

Most faculty members do not fully comprehend what continuing education is. Most identify continuing education with non-formal, non-academic courses in arts and crafts and the like.

Some faculty members (estimated 20%) do understand the changing Higher Education market and are eager to teach in the evenings and at extension centers. Most faculty members resist teaching evening classes and since teaching in the evenings is considered part of the work load of faculty members a considerable amount of resentment exists to teach in the evenings.

There is no extra financial compensation paid to the regular faculty members teaching continuing education courses for credit. Faculty members teaching non-credit courses get paid at the rate of $15 to $20 an hour. Some teachers of non-credit nonacademic courses receive only $10 an hour.

Part-time faculty members do not have any voting rights or privileges to participate in decision making at the college. Most part-time faculty are drawn from the community. Faculty wives have not been sufficiently utilized although the presence of four colleges has drawn many highly educated faculty wives to the area.

N.C.C.C.:

In general, faculty members have mixed feelings toward adult continuing education. Some are very good teachers but are uncomfortable with adult students. Some faculty members do not know how to handle adult students, do not recognize unique learning and psychological problems of adults and often feel that adults are far more demanding and exacting. Most of the time exposure to adult students gradually increases the confidence of the instructor often producing, in the long run, a preference for adult students.

The average per course compensation paid to continuing education faculty members ranges from $570 to $720 per course.

There is an abundant supply of professionals in the community and part-time faculty members are recruited for individual courses. The practical experience of these community people brings a more realistic approach to education.

The part-time faculty do not participate in the policy making or decision making process of the college. They also show a lack of knowledge in teaching methods and the psychology of the adult learner.

J.C.C.C.:

The faculty members at Jefferson Community College enjoy teaching continuing education classes and almost 99% of them feel that adult students are highly motivated to learn. The faculty is aware of the growing adult education market and is enthusiastic to participate.

Part-time faculty is drawn from the community, mainly from business, police agencies and a few high school teachers. The advantage of drawing from the community is that experts in certain fields can be obtained in areas where a full-time faculty member cannot be justified. The disadvantages being that the part-time faculty members are not available to the students outside class hours for consulting. Part-time faculty members do not know much of college teaching and relating to students.

The average compensation for part-time teachers varies between $9.20 to $19.00 per hour. Full-time faculty members do not receive extra compensation. Part-time faculty members do not participate in the decision making process.

Mater Dei:

Because of the stated policy of the college to serve adults in the region, faculty members are very enthusiastic in teaching adult continuing education classes. There is a great enthusiasm among the faculty and staff to serve the adult community. Senior citizens enjoy a very special acceptance at Mater Dei College.

Part-time faculty members,mainly for the Religious Studies Program,are recruited from the members of the clergy in the community.

Part-time faculty members get almost the same compensation as the full-time faculty members,$200 for credit hours. Part-time faculty members have the same voting rights as full-time members and do participate in the decision making process.

S.U.C.P.:

The faculty, in general, has a negative attitude toward evening classes and continuing education. Most faculty members do not exhibit a sufficient comprehension of the change taking place in the college student body. Faculty members in spite of acute budget cuts at the college, show very little awareness of the growing adult education market.

At S.U.C.P. teaching continuing education courses at extension centers is a source of extra income for full-time faculty members. S.U.C.P. is the only institution in the region that allows its full-time faculty members to teach continuing education classes for credits, for extra compensation. Since the extension courses are a source of extra income, the department heads and the academic departments exert undue authority and influence in determining course offerings. The Director of continuing education has to offer courses determined by the departments rather than determine the courses he wishes to offer and get the departments to teach it.

Full-time faculty members get 8% of their regular salary extra per three-credit course that they teach through continuing education. Non-credit courses are taught mostly by people from the community. The compensation per hours for non-credit courses varies from $8.50 to $15.00 per hour.

BOCES:

The attitude of the faculty towards adult continuing education is very positive and healthy. The success of the adult education program is very much due to the positive attitude of the faculty.

The part-time faculty is drawn from industry and business. The practical experience of these teachers from industry and businesses contributes much in helping the students to relate their training to real life.

Part-time teachers do not participate in the decision making process.

(See next page for Compensation rates for part-time teachers -Table 4.2.7)

TABLE 4.2.7

BOCES—SERVICE ST. LAWRENCE COUNTY

PART-TIME TEACHERS ADULT EDUCATION

Step I Basic $9.00hr*	Step 2 Certified-Experienced $11.00 hr*	Step 3 Master-Experienced $13.00 hr*
A. New Teacher No Teaching Experience B. No Certification	A. Must possess(Within Teaching Field) Pub. Schl. Cert. Or Adult Ed. Cert. & 9 Clock hrs. in Inservice Workshops B. 2 Yrs. of Adult Ed. Part-Time Schl Teaching Within The Field Or 1 Year Full-Time Public School Teaching Within the Field	A. Requirements Outlined in Step 2,A. B. 5 Yrs. of Adult Ed Part-Time Teaching Within The Field Or 2 Yrs. of Full-Time Public Schl Teaching Within The Field

* One hour constitutes 60 minutes of instruction time.

Regular faculty members, in general, do not show sufficient comprehension of the changing market of higher education. Faculty members find it easier to direct their classes to the traditional post-high school student. Faculty decisions and administrative policies are made with considerable lack of sensitivity to the psychology of the Adult Learner.

4.2.17 RECRUITING AND ADMISSIONS

C.C.T.:

"Night Life"
College Brochures
College Admissions and Office and Personnel

News Release
Newspapers
Alumni Organizations
Faculty Members

A.T.C.:

- "Night Life"
- Continuing Ed. Brochures printed every semester
- Periodic News Releases
- Radio
- Newspaper Ads

N.C.C.C.:

- Media-Radio, Newspaper
- College maintains a mailing list-direct mailing.
- "Night Life"
- Community Contacts
- Extension Centers

J.C.C.:

- News Media-T.V., Radio Newspapers
- Great help from Adv. Committees.
- Students recruit from their colleges.
- Personal contacts with interest groups.

Mater Dei:

- College Publications
- All Local Newspapers
- Spec. Insert in:
  - Ogdensburg J.
  - Advance News
- Radio WSLB
- Bulletin Boards
- Alumni Groups
- Church Groups
- "Night Life"
- Education Committee at Mohawk
- Tribal Council

S.U.C.P.:

- "Night Life"
- Newspaper
- High School contacts
- Direct mailing to all students of last five years.

BOCES:

- "Night Life"
- Students-Word of mouth
- Industry
- Parents of day students enroll in continuing education classes.

Interviews with industrial personnel, labor union leaders, hospital administrators and businessmen indicate that the educational institutions have very little or almost no lines of communication with them. The "Night Life" and the other printed material in the form of brochures is fairly useful for the formally educated people. For those who are not in constant touch with the educational institutions, various other forms of publicity and communication methods need to be tried. Radio and T.V. ads have not been sufficiently used. Community leaders like clergymen, service clubs and political leaders have also not been sufficiently used to maintain communication lines. Professional counselors and Para-professional counselors who counsel and guide adults at various levels could also be used more effectively to make information available to adults. The Regional Learning Resources Advisors created by NORPCEG could also be used more effectively. Most of all, because of the high costs of T.V., radio and other communications media a joint regional publicity, informational and advertizing operation should be seriously considered. While saving on individual institutional brochures, a pooling of funds would create far better and sorely needed results.

4.2.18 ADMISSION REQUIREMENTS

C.C.T.:

Admission to Graduate School

A.T.C.:

Non-matriculated
Matriculated
No entrance requirements. Can enroll without high school but have to complete equivalency before graduation.

N.C.C.C.:

Non-matriculated students are enrolled only on a space available basis.

St. Lawrence:

Graduate Students

J.C.C.:

No difference between matriculated and non-matriculated.

Mater Dei.:

Open admissions. Students without high school diploma can enter on "24-credit" high school equivalency plan.

S.U.N.Y.:

Continuing Education aims at opening doors to all. Non-matriculated need to be high school grads.

BOCES:

No real policies made.
Open to adults . . . and high school students.

4.2.19 ACTIVE POOL OF STUDENTS

The "active pool" of continuing education students is considered to be made up of all those who have taken at least one course in the last three years.

A.T.C.:

Claims about 100 students as active continuing education students, excluding 60 law enforcement officers in in-service training.

N.C.C.C.:

There are about 1200 active part-time students. About a 20% dropout rate is experienced every year.

J.C.C.:

There are about 874 students in the active pool. In addition, about 293 full-time students participated in continuing education programs in the Fall of 1974. There were about 115 new students who enrolled for credits. The drop out rate varies from 10% to 20% yearly.

Mater Dei:

All college students.

S.U.C.P.:

Around 1,000 students in the active pool each semester.

BOCES:

About 1500 students a year drop out rate is about 20%.

4.2.20 TRANSFER POLICIES

The policies of the college for transfer of credits are an important element in helping continuing education students. So, too, the institutional policy of recognizing life experiences and work experiences for credit becomes a major factor in helping adults who come back to school after several years. The posture of the institution, in matters of credit transfers, credits for work experience and availability of day time courses to part time students, reflects the institutional attitude toward continuing education.

A.T.C.:

At A.T.C. any earned credit (minimum D) at any post-secondary education are accepted as transfer credits for a bonafide registered student at the college. Academic Standards Committee makes policies for transfer of credits. No obstacles have been encountered by students transferring elsewhere.

N.C.C.C.:

North Country Community College has flexible policy of allowing the maximum possible of transfer credits. The Director of Admissions and the Divisional Chairpersons determine the policies for transfer of credits. So far the policies have been very flexible. Students transferring elsewhere have not met any problems in transferring credits.

J.C.C.:

At J.C.C. a 'C' grade or better is accepted as transfer credits. The Division Chairpersons, Department heads, and Dean of Continuing Education make policies on transferring credits from the BOCES a cooperative plan has been developed to give credits through a proficiency exam in secretarial sciences. Students who obtain an 'AA' have no problems transferring credits elsewhere. Those who have not obtained the 'AA'degree have difficulties in transferring credits with a 'D' grade.

Mater Dei:

At Mater Dei college the Division chairman reviews and recommends credits that can be accepted for transfer and the Academic Dean is enpowered to accept up to 32 credits towards a degree program. CPE and CLEP are accepted. So far, no problems have been encountered in transferring credits elsewhere.

S.U.C.P.:

At S.U.C.P. for a Bachelors degree only 30 credit hours are accepted for transfer. The faculty makes the policies to be recommended to the President.

4.3 INDEPENDENT STUDY AND EXTERNAL DEGREES

Degree granting institutions have made several innovative changes to accommodate the new clientele. College independent study programs and external degrees have also multiplied in several states. In the North Country, there is a limited number of independent study programs and external degrees available.

4.3.1 REGENTS EXTERNAL DEGREE

The following degrees are offered through the program:

Associate in Arts
Associate in Science
Bachelor of Science in Business Administration
Associate in Applied Science in Nursing
Bachelor of Arts
Bachelor of Science
Associate in Nursing

Requirements: There are no requirements of admission, residence or age. A high school diploma, high school equivalency diploma or college entrance examination is not required.

Methods of earning credits toward a degree

College courses - either on campus or through correspondence. All transcripts from accredited institutions will be accepted for evaluation without regard to the number of institutions attended by the candidate or when the work was completed. Accredited home study programs accepted either for credit or as preparation for proficiency examinations.

Proficiency examinations

College Proficiency Examination Program (CPEP) Administered by the N.Y. State Education Dept., enables individuals to obtain college credit by means of examination, without formal classroom preparation.

Regents External Degree Examinations (RED) Offered in the fields of business, nursing and modern foreign languages. Based on college-level' knowledge, corresponding to a particular stage in a candidate's academic preparation.

College-Level Examination Program (CLEP) Offers two types of examinations: General and Subject. The General Examinations provide a comprehensive measure of achievement in five basic areas of liberal arts (English, Humanities, Math, Natural Sciences and Social Sciences-History). The Subject exams are achievement tests for widely offered college courses such as data processing, business law, economics, etc.

College Entrance Examination Board Advanced Placement Examinations - Exams in 13 different areas are available for credit toward the Associate in Arts degree and the general ed. component of the business and nursing programs.

U.S. Armed Forces Institute
Personnel on active duty with the Armed Forces of the U.S. may earn college credit through the U.S. Armed Forces Institute (USAFI) testing program. This credit may be applied toward fulfilling the Assoc. in Arts degree requirements and certain business and nursing degree requirements.

Military Service School Courses - Credit may be earned toward degree programs by completing a formal service school course which contains college-level work and has been evaluated by the Commission on Accreditation of Service Experiences (CASE).

Special Assessment - In cases where proficiency exams are not appropriate, an enrolled degree candidate may elect to take a Special Assessment examination. Special Assessment may include oral, written or performance examinations, or the examination of portfolios of artists, or literary accomplishments. The cost for each Special Assessment is between $200 and $250. In the RED program, the Special Assessment procedure is not frequently utilized.

Costs

Enrollment Fee	$50
Annual Record Maintenance Fee	$25
Special Assessment Fee	$200-$250 (per assessment)
Graduation Fee	$10

Fees are charged for taking proficiency examinations. These are payable to the agency administering the exam and costs vary.

Tuition fees for college course work and cost of books and supplies for courses taken to satisfy requirements in the RED program.

Costs for transcripts sent to RED.

Financial Assistance

VA Benefits - The RED Program has been approved by the U.S. Veterans Administration.

Educational Opportunity Program (EOP) and Higher Education Opportunity Program (HEOP) - The enrollment fee will be waived for applicants who qualify as educationally or economically disadvantaged according to the EOP or HEOP guidelines.

Resident of N.Y. State Correctional Facilities - Enrollment fee and annual records fee waived.

Time requirement - There is no time requirement for completing a Regents External Degree program. There is, however, a $25 annual charge for maintenance of records until graduation.

Acceptance of the degree by other institutions - The RED is accredited by the Board of Regents and has been accepted as a candidate for accreditation by the Middle States Assn. of Colleges and Secondary Schools Committee for Higher Education. The A.A. degree is accepted at most N.Y. State colleges as well as colleges out of-state but, as with all A.A. degrees, evaluation is made on an individual basis.

When to apply - Application may be made at any time. The records fee assessment is made on April 1. Candidates who apply after Oct. 1 will not be assessed a records fee until a year after the following April 1.

Transcripts - Official University of the State of N.Y. transcripts will remain permanently on file in the registrar's office for those individuals who have earned credit toward a RED. Individuals may request official copies sent to institutions or obtain student copies without charge.

Regents Credit Bank - For a fee of $50 any individual, whether enrolled in the RED program or not, can register for the Regents Credit Bank and have all records of college-level work evaluated according to consistent academic standards. Evaluations are given for a two-year period. Copies of these comprehensive transcripts will be sent to designated institutions without additional charge.

Local resource personnel

Mr. Robert E. Moseley
Dean of Continuing Ed.
Dutchess Comm. College
Poughkeepsie, N.Y. 12601
Tel: 471-4500 Est. 240
Mon.-Thurs. 3-5; 7-9

Mr. Gary C. Pfeifer
Asst. Dean of Cont. Ed.
Dutchess Comm. College
Poughkeepsie, N.Y. 12601
Tel: 471-4500 Est. 240
Mon.-Thurs. 3-5; 7-9

Nursing Advisor - Mrs. Mildred B. Hoff
Associate Professor
Dutchess Community College
Tel: 471-4500 Ext. 274

These are initial contact persons who will explain the program in detail to interested persons. Upon enrollment, the candidate is assigned a counselor in Albany who gives specific guidance on the candidate's particular course of study.

4.3.2 EMPIRE STATE COLLEGE

Patterned upon the British concept of the Open University, Empire State is a new kind of college. In order to fully comprehend how it functions, it is necessary to set aside previously learned and accepted traditions and modes of higher education, and to substitute instead understanding of a completely alternative approach to education.

Empire State College was founded in 1971. It is part of the New York State University system designed to serve the needs of persons residing off-campus. Under the guidance of faculty members who serve as mentors, each student may pursue his own special academic program at his own pace. Central to this educational concept are area learning centers, some already established and others still to come. There is no set curriculum. Each student will negotiate a series of learning "contracts" covering segments of the total education process. These contracts may include such diverse activities as formal courses, cooperative study among students, tutorials, direct experience such as travel and field work and independent study.

Stated briefly, Empire State has three chief aims:

1. To increase access: The College aims to allow students to study at times and in places that fit in with other duties. Thus people who formerly could not, or would not, attend classes regularly on a campus are able to do college level studies.

2. To engage with content that is consistent with the student's goals and with college requirements: The College aims to meet the needs and serve the purposes of diverse kinds of students.

3. To provide flexible methods and resources: The College aims to use all kinds of learning experiences, wherever they occur, provided that the learning can be evaluated. It makes use of resources, facilities and opportunities that already exist or that can be developed, to meet the needs of students in many different locations.

Empire State College grants four different degrees; Associate of Arts, Associate of Science, Bachelor of Arts and Bachelor of Science. There are two principal requirements for admission:

1. Possession of a high school diploma, its equivalent, or the ability to do college work demonstrated by an applicant's presentation of complete work or life responsibilities.

2. The ability of a learning unit to meet the applicant's explicit and implicit educational needs and objectives.

Empire State College encourages students to begin their study at any time of the year. Likewise, they may withdraw for vacation or graduate at any time of the year. Therefore, tuition and fees are not billed and paid by standard college semesters. Instead, students are billed on a quarterly basis. One quarter equals three months, and the quarterly billing period begins when the student is officially enrolled.

The amount of tuition each student pays is based on whether his enrollment is full-time, 3/4 time, 1/2 time or 1/4 time and is comparable to the tuition charge at any of the institutions that are part of the State University of New York complex. Schedule of tuition charges for 1975 are as follows:

QUARTER SYSTEM TUITION SCHEDULE

NEW YORK RESIDENT

	Lower Division Student	Upper Division Student
Full-Time	$216.50	$266.75
3/4 Time	162.50	200.00
1/2 Time	108.25	133.50
1/4 Time	54.00	66.75

OUT OF STATE RESIDENT

	Lower Division Student	Upper Division Student
Full-Time	$358.50	$435.00
3/4 Time	269.00	326.25
1/2 Time	179.25	217.50
1/4 Time	89.75	108.75

FEE SCHEDULE

College Fee:

Full-time...................................	$ 8.50
Three-Quarter-time...........................	$ 6.40
Half-time...................................	$ 4.25
Quarter-time................................	$ 2.15

Orientation Fee:

All Students.................................	$ 30.00

The same basic programs of financial assistance that are available to students attending other state or private colleges through the Federal government and through New York State are also available to persons enrolled in Empire State College. Details of specific financial resources available may be obtained by writing to the Financial Aid Office in Saratoga Springs.

A highly important aspect of Empire State is the provision that is made for achieving advanced standing through an assessment of prior learning. The College believes that appropriate academic credit should be awarded for learning which has taken place outside the college classroom, as well as that which can be transferred from other colleges and universities and authenticated through transcripts.

Using the degree program as a firm base, advanced standing toward a specific degree can be achieved not only through formal transcripts, standard tests such as CLEP and CPEP and certificates, but also through describing and documenting what has been learned through work, travel, reading, community service and other educational and study experiences.

Empire State College is completely accredited, and the degrees awarded by the Trustees of the State University are as academically credible as those awarded to all other units of the State University of New York. Provisions for earning degrees are only available on an undergraduate level at present, and there are no provisions for teacher certification.

For further information about Empire College, write to:

Empire State College
2 Union Avenue
Saratoga Springs, New York 12866

4.3.3 CORRESPONDENCE COURSES

S.U.C.P. participates in the independent study - correspondence courses program of the S.U.N.Y. system. Several undergraduate credit courses are offered which can be utilized toward meeting degree requirements. The director of continuing education at S.U.C.P. acts as the advisor for those registered in correspondence courses. Registration in correspondence courses within the S.U.N.Y. system is made available to clients at the Office of Continuing Education of the college at Potsdam.

Correspondence courses are designed to meet the needs of those who wish to undertake college studies but who are unable to attend classes on a campus. Unlike the general academic pattern, correspondence courses are available all year round. A student who registers in one of the courses can take 12 months to complete the course. This program enables students to earn college credits at home.

Tuition costs:

Lower division student (has less than 57 credits)	$21.50 per credit
Upper division student (has more than 56 credits)	$26.75 per credit

A student not matriculated at a New York State operated college will be charged the tuition rate determined by the level of the course (upper or lower division) at the State University of New York.

Financial Assistance

Since students registered in correspondence courses are considered part-time students (taking less than 12 credit hours), they are eligible for a National Defense Loan or the New York Higher Education Assistance Loan.

Law enforcement personnel are eligible for the Law Enforcement Assistance Program Grants.

Correspondence programs of the S.U.N.Y. system are approved by the Veterans Administration; therefore, qualified veterans may gain benefits under the provisions of the Veterans Readjustment Benefits Act of 1966, Public Law 89-358.

4.3.4 PROFICIENCY TESTS

4.3.4.1 College Level Examination Program (CLEP)

CLEP, administered by the College Entrance Examination Board, is another program which makes it possible to earn credit for knowledge gained in non-traditional methods, such as independent study, on-the-job experience, adult or correspondence schools, etc. There are no special requirements for the examinations. However, if the tests are to be taken for credit, to fulfill job requirements, etc., it is best to check with the institution which is to grant credit.

Two types of examinations are given - The General Exams and the Subject Exams. Both measure factual knowledge and understanding as well as the ability to see relationships and apply basic principles to new problems. Both use multiple-choice questions. They are based upon typical courses in a variety of colleges throughout the country.

The General Exam is the equivalent of what is given in required freshman and sophomore courses in many colleges. There are five one-hour tests in English composition, mathematics, natural science, social sciences and humanities. They may be taken singly or in any combination.

There are thirty-nine college level Subject Exams. These are comparable to the final, or end-of-course, examinations in particular undergraduate courses. A student who has completed one of these courses successfully in college can probably earn satisfactory scores on the corresponding CLEP Subject Exam. So can the person who has learned the subject in some other way, such as independent study.

The Subject Exams are 90 minutes and are multiple choice. With one exception, all have an optional 90 minute essay section which is usually taken only if required by the college from which credit is sought.

The costs of the exams are as follows:
General Examinations: one is $20; two, $30; 3-5, $40.
Subject Examinations: one, $20; two, $30; 3-5, $40.

The tests are given during the third week of each month at 700 examinations centers throughout the U.S. Some of the testing centers in New York State are at Harriman, New Rochelle, New York City, Schenectady, Suffern, Troy and Valhalla.

The registration period opens one month before the test date. Scores are mailed within six or seven weeks after testing. Scores and an explanation booklet are sent to the individual as well as to the institution which is to grant credit. There is a charge for additional copies. Scores are kept on file for 20 years.

The exams may be repeated once within a 12-month period if authorization is received from the College Entrance Board. However, three months must have elapsed after the General Examinations and six months after the Subject Examinations.

For more detailed information, write to:

CLEP
College Entrance Examination Board
Box 1824
Princeton, New Jersey 08540

Enclose $1.00 for the CLEP General and Subject Examinations: Description and Sample Questions.

The following brochures are available without charge:
- CLEP May be for you
- Test Centers and other Participating Institutions
- Registration Guide

4.3.4.2 College Proficiency Examination Program (CPEP)

The CPEP is similar to the College Level Examination Program in that it offers a chance for individuals to earn college credit for knowledge gained outside the formal classroom. The exams can also be used to satisfy New York State teacher and New York City teacher licensure requirements, to meet requirements for Regents External Degree and to qualify for promotions, salary increases or new jobs.

There are no requirements or prerequisites for taking a College Proficiency Examination. Anyone who believes he is proficient in a field of study for which an examination has been developed may take an examination.

In New York, the exams are given in early February, May, August and November at 12 testing sites including Albany, New Paltz and New York City. Tests are also administered outside New York State. Applications must be filed several weeks before the testing dates.

The CP examinations do test material covered in one or more comparable courses. They test not only the individual's factual knowledge of the subject matter area, but his ability to use that knowledge effectively. The exams are reasonably difficult and demanding tests. Most cover material covered in comparable one-or-two semester college courses, although some CPE's cover a broader sequence of courses. The exams vary in format and may include multiple choice, short answer and essay or problem sections. They are a minimum of 3 hours in length.

The amount of credit granted for each exam is determined by the content and scope of the examination. However, colleges are not required to grant the applicant credit in the amount listed in this publication.

Before taking a College Proficiency Examination, the candidate should check with the college from which he wishes to receive credit to determine if the college will grant credit for that examination.

The fees for CPE's are determined by the number of semester hours of credit carried by the exams:

1 to 5 semester hours..............	$ 20
6 to 11 semester hours.............	$ 25
12 or more semester hours..........	$ 30

CP examinations are graded according to a five-letter scale (A, B, C, D and F), as Pass-Fail or as standard scores. Generally, colleges require that a minumum grade of C be attained before credit will be granted. Some colleges require a grade of B on an examination.

Notification of grades is usually within 90 days of the date of administration. At that time the candidate may request that his grade be sent to colleges or other agencies. There is no charge for sending grades. All grades are confidential and will not be released without written permission of the candidate.

Study aids are available for most of the exams. Both exams and the grades were prepared by the same faculty committee. The aids are free upon request.

4.3.4.3 High School Equivalency Examination

The High School Equivalency Examination (GED), designed to qualify adults for their high school equivalency diploma, is given periodically (in some cases monthly) at area high schools. Applicants can prepare for the examination by means of individual study, using guide books developed for this purpose (such as those in the Barron Educational Series or the study guides published by Arco), or by attendance at special classes.

Information as to dates and times of examinations, and of prepatory classes, can be obtained by calling the local high school.

CHAPTER 5. COUNSELING SERVICES

5.1 COUNSELING FOR ADULT LEARNERS........................155

5.2 REGIONAL SURVEY OF COUNSELING........................157

5.3 THE COUNSELING SERVICE AVAILABLE. CONCLUSIONS DRAWN FROM THE SURVEYS..............................159

5. COUNSELING SERVICES

5.1 COUNSELING FOR ADULT LEARNERS

Developing concern and interest in counseling and guidance services for the adults seems to be gaining momentum during the last few years. Provisions of the Vocational Act of 1963 indicate support for adults in vocational education, in 1963 the Presidents Commission on the Status of Women urged the improvement and expansion of educational guidance services to adults, provisions of the Elementary and Secondary Education Act of 1965 support the educational/vocational counseling of adults in supplementary education centers and provisions of the Higher Education Act of 1965 emphatically support counseling services for adults in continuing education in higher education.

In recent years, the proliferation of options created by the expansion of educational opportunities through traditional and non-traditional programs has been bewildering. The not-so-formally educated person finds it almost impossible to cope with the options that have been made available, that because of the inability to choose, he/she prefers to abstain from participating in the educational process.

Both the Carnegie Commission on Higher Education and the Commission on Non-Traditional Study recognized the need for services that bridge the gap between learner and resources. The Commission, in its report and recommendations, Toward a Learning Society (1973), states that its "General Objective 5" is:

> Education Opportunity Counseling Centers, such as those recommended in our report The Campus and the City (Carnegie Commission 1972a), and other appropriate local agencies will have as one of their responsibilities the development and distribution of information about post-secondary educational resources, including, but also in addition to, colleges and universities. (p.71)

The Commission on Non-Traditional Study, in its report, Diversity by Design (1973), recommends:

> Student guidance and counseling services, in specially created centers when necessary and appropriate, should provide expert advice relevant to both individual need and available resources. (p. 35)

In its discussion of possible locations for such services, the Commission remarks

> It would be wise . . . to use facilities that seem approachable to people of many types. The public library, mentioned earlier as an information center, is probably the best community agency to house, staff and maintain a full counseling and guidance center. The American Library Association (1972) in a report titled *A Strategy for Public Library Change* sets forth a design for such a possibility. The Commission . . . recommends the financing of a pilot group of such centers, developed in collaboration with other agencies and institutions . . . (p. 36)

The 1974 "Current Issues in Higher Education" of the American Association for Higher Education, *Life-Long Learners - A New Clientele for Higher Education*, includes two papers, one by Wilson and one by Schlossberg, on the need for community based counseling and guidance services. Wilson remarks

> how many full-time trained and licensed counselors - independent of institutional fealties, concerned only with the consumer's best interests - mediate between us and our polymorphic system of post-secondary education? Not very many. (p. 110)

Schlossberg points out that

> many adults . . . must make important educational and career decisions in a vacuum, without the kind of help that they may desperately require. (p. 114)

Dr. Esther M. Westervelt, A.C.M.H.A., Mid-Hudson Region Continuing Education Project:

> Counseling in continuing education is developmental counseling. Adults seeking continuing education are motivated by developmental needs. Frequently the motivations are associated with career development, but the relatively high incidence of this type of motivation for continuing education should not be allowed to obscure the fact that adults who seek to expand their intellectual horizons through study in the liberal arts, or to acquire a practical skill for personal use, or to increase their understanding of an ability to participate in public affairs, or to acquire proficiency in an art or craft for personal pleasure are also pursuing developmental goals. The choices they make have a critical bearing on the satisfactions and productivity of human lives. (The Commission on Non-Traditional Study '1773'reports that

> "information and intellectual development" was the most frequently given reason for continuing education most frequently given by both the learners and would-be learners questioned in its survey; "job and educational development" was second.) When adults seek assistance in making educational choices merely passing along a bit or a mass of often inappropriate, sometimes inaccurate information is a far from adequate response."

5.2 REGIONAL SURVEY OF COUNSELING

Within New York State there have been successful efforts to develop adequate systems of counseling and referral services for adults in continuing education. The Regional Learning Service of Central New York Region is one such example. Through its central office in Syracuse, adults who are interested in exploring academic possibilities for the future are referred to educational advisers in the network of learning consultants who serve the five county area, covered by the Central Region. Another successful effort is at the Rockland Guidance Center in Nyack which is affiliated with Rockland Community College, but serves the community, rather than an institutional population.

When the proposal for funding this study, in the Northern Region, was proposed to the State Education Department, the proposal in its stated goals had included "To insure counseling services by participating institutions for continuing education students" and in its stated objectives, "The creation of a learning consultant network on the Regional Learning Services model with 20 consultant/counselors".

The Regional Learning Services of the Central Region served as a model.

Keeping the objectives of the proposal as target, a survey was undertaken to ascertain the extent to which professional and paraprofessional counseling and referral services were available to adults in the community. The survey tried to identify agencies, whose services were available to adults seeking guidance and help in making educational decisions. Though the major purpose was to identify agencies, which offered educational counseling and disseminated information about educational opportunities available, the survey also aimed at identifying counseling services that are community-based which though not providing formal academic counseling, were indirectly able to help the adults in their search for educational opportunities.

The objectives of the survey were to:

1. identify the number and locations of such services;
2. identify the institutions providing the services;
3. ascertain the fees charges for services; and
4. ascertain the types of services provided.

Besides a telephone survey, a brief questionnaire was mailed to all agencies. The data collected by the surveys revealed that guidance and counseling for adults in continuing education is available in a varying degree.

At Clarkson College of Technology, graduate students receive academic advising from the Dean of the graduate school and his staff after they have been admitted to the graduate school.

At A.T.C., the Director of the Continuing Education Program is available to adults for academic counseling. The Counseling Center of the college provides professional counseling to students registered at the college. Counseling services are available to all students at the college. The admissions office concentrates more on recruiting the traditional high school students.

At North Country Community College an outreach program into 12 villages communities provides academic advising to adults. The Directors of the Extension Centers are also available for academic advising. The counseling center, at the main campus, is open to full-time and part-time students.

Graduate students, at St. Lawrence University, obtain academic advising from the department of education. The counseling center is not open to part-time students.

At Jefferson Community College, the counseling office is available to full-time and part-time students. The counseling office maintains services one night a week for the benefit of students attending evening classes and cannot use the services at day-time. The counseling center is available to full-time, part-time, potential (adults and high school students exploring) students, college staff and occasionally family members of the students. Vocational, academic, personal and group counseling is available. A great effort is made to make the services available to the community.

At Mater Dei College faculty members are required to make themselves available to students for academic advising. The staff and the faculty provide academic advising to full-time and part-time students on campus daily and 2 professionals provide services at the Indian Reservation four times a week.

Academic advising for part-time students is offered in the office of continuing education at S.U.C.P. Part-time matriculated students are assigned an advisor, while non-matriculated students do not have advisors. The counseling center, which provides vocational, academic, personal and group counseling is open to all full-time students, professional staff and their dependents. The counseling center is not available to continuing education students.

At all the centers of the BOCES, the general policy is that vocational and academic advising is available to any adult who seeks it at the centers.

Besides the educational institutions, there are several social service and welfare agencies that offer formal and informal counseling to adults in the community. About 30 agencies, excluding the public libraries, provide counseling services of varying degrees to adults in the community. Of these, about 20 claim to provide educational counseling. About 19 agencies offer vocational counseling and tangentially touch upon the educational. Personal counseling is offered by 21 agencies of which about 10 provide group counseling. Vocational and aptitude testing is provided by 11 agencies. The public libraries do not provide any formal or informal educational counseling to adults. In fact the libraries do not provide current information on academic activities in the area.

Agencies offering counseling services:

Academic (related) counseling	12
Educational counseling	20
Personal counseling	21
Vocational counseling	19
Group counseling	10
Testing services	11
Family counseling, family planning etc.	13

Twenty four agencies indicate that their doors are open for adults to drop-in five days of the week.

Interviews were conducted with several of the counseling staff and clients at the agencies.

5.3 THE COUNSELING SERVICE AVAILABLE. CONCLUSIONS DRAWN FROM THE SURVEYS.

At the Universities and colleges there appears to be no institutional commitment towards providing counseling services for the adult, part-time learner, especially for a learner who is exploring the academic world, after several years of absence. An adult in the community, returning to the academic world after several years of absence in seeking academic advice, and counseling services in the North Country, meets these typical obstacles:

1. The adult does not know whom to approach. Counselors and advisors at the colleges, the school districts and the BOCES have very little contact with the local community. Information on the counseling services available for adults is not publicized sufficiently enough for the not-so-formally educated adult to obtain.

2. There is very little community based counseling for adults, to help them in career, vocational and academic explorations. Competent vocational and career counselors who can administer and interpret tests and provide the appropriate academic guidance are conspicuous by their absence in the North Country.

3. At locations where adults commonly gather to obtain personal help like the unemployment offices, neighborhood houses, grange halls, church halls and other social service centers information on the availability of educational services and counseling services is not commonly provided.

4. The location on campus of the counseling centers, the offices of continuing education and other academic advisory services, which are very much needed by adults returning to school, is often such that symbolically transmits the message of "unavailability" to the outsider. For an adult, not familiar with the campus, who walks onto a college campus, will meet much frustration in trying to locate an advisor who could provide adequate information and counseling. The offices of the directors of continuing education are not prominently placed in such a manner that adults from the non-academic community can easily find them.

5. The professional counselors who now operate out of the educational institutions, do not show sufficient sensitivity to the needs of the adult learners.

6. The academic institutions have not used, to the fullest extent, the professional and paraprofessional counselors and advisors who work with adults in the community, such as clergymen, social workers, county cooperative extension agents, officials in unemployment agencies and advisors at several other social service agencies in order to make continuing education better available to adults.

7. Personnel in the libraries, who could provide valuable help to the independent learners, do not provide academic advising to adults partially because of lack of skills in counseling and guidance and partially because of the lack of knowledge of adult education. Public libraries could provide

a valuable service to adults in this field.

8. No significant form of academic counseling, career counseling and vocational counseling is present in the industrial plants of the region. Neither do the labor unions provide such services to their members.

CHAPTER 6. SURVEY OF CONTINUING EDUCATION STUDENTS

6 SURVEY OF CONTINUING EDUCATION STUDENTS............162

CHAPTER 6. SURVEY OF CONTINUING EDUCATION STUDENTS

The first survey instrument developed was the Survey of Continuing Education Students. Dr. George Nolfi of the University Consultants, Incorporated of Cambridge, Massachusetts was retained as consultant for the early stages of the project. Dr. Nolfi had completed a study in 1973 entitled Strengthening The Alternative Postsecondary Education System: Continuing and Part-time Study in Massachusetts. That study was similar in nature to this project and was considered a good starting point for developing a similar instrument for surveying continuing education students in the Northern Region. That questionnaire was first modified by the Project Director, then given to the NORPCEG Advisory Council so all members could make suggestions. After considerable input was received, the project staff made the suggested revisions. The questionnaire is appended.

In November, 1974, individual deans and directors of continuing education at each institution were asked to distribute the questionnaires through faculty members to all continuing education students. It was suggested that class time be allocated for its completion. For the most part, the data was collected from Fall 1974 enrollments. However, in several courses where it was impossible to get the questionnaire completed before the end of the fall semester, similar courses were polled at the beginning of the spring semester.

The student survey was distributed to the following schools: Clarkson College, Jefferson Community College, Mater Dei College, North Country Community College, SUNY at Canton, SUNY at Potsdam, and the Board of Cooperative Educational Services. Paul Smith's College and Waddham's Hall Seminary do not offer continuing education courses, so no questionnaires were distributed at those schools. In addition, none were distributed at St. Lawrence University because it was stated that in principle St. Lawrence was not engaged in offering continuing education programs to the community.

By early 1975, all questionnaires were completed and returned. The total return was 1,767 surveys for all schools. The size of individual school samples ranged from SUNY at Potsdam with 943 respondents to Clarkson College with 20 respondents.

The goals of the continuing education student survey were to determine:

1. The characteristics of the students who are participating in continuing education. Their per-

sonal, educational and financial background;

2. The needs that are met by the programs and courses that are currently being offered;

3. The reasons and motivation for participating in continuing education programs on the part of the clientele; and

4. The demand for new courses and programs in the future.

1,767 students in the colleges and 451 students at the BOCES answered 34 of the 37 questions.

Of the respondents taking credit courses, about 75% take one three-credit course. When planning courses for part-time students on campus and in programs at extension centers, this will be a useful statistic to remember. One of the causes for the failure of, or for the low enrollments in, some continuing education courses is not the lack of interest in the courses, but the fact that several courses at several institutions are aimed at the same clientele. Since most part-time students take only one course, often they choose the course with best known teachers, most convenient hours and/or shortest distance to travel. This distribution of students may not lead to a fully self-supporting course at any one of the competing locations.

Only 9% of the respondents take courses without credits at the colleges while almost 85% of those at the BOCES take non-credit courses. When there is a choice adults prefer credit courses to non-credit courses. Credits, continuing education units, or other forms of formal recognition serve as a real motivation for adult students.

Almost 90% of the students at the colleges and 100% of the students at the BOCES take course loads rated at three credits or less. At the colleges only 10.4% of the students are in non-credit courses while almost all the clientele at the BOCES are in non-credit courses. Interviews with students and the other population subgroups of the community indicate a greater interest in non-credit short courses and conferences than is represented by the participation of the respondents at this point in time.

TABLE 6.1.1

CREDITS TAKEN

		No Cred	1 or 2 Creds	3 Creds	4 or More Creds	No Resp	TOTAL
ATC	F	15	3	93	20	10	141
	%	11.5	2.3	71.0	15.3		100.1
CLARK-SON	F	0	15	2	0	3	20
	%	0	88.2	11.8	0		100
JCC	F	3	138	7	2	14	164
	%	2.0	92.0	4.7	1.3		100.0
MATER DEI	F	11	6	82	21	14	134
	%	9.2	5.0	68.3	17.5		100
NCCC	F	49	13	254	26	23	365
	%	14.3	3.8	74.3	7.6		100.0
SUCP	F	91	3	763	40	46	943
	%	10.1	0.3	85.1	4.5		100.0
TOTAL	F	173	178	1201	109	110	1767
	%	10.4	10.7	72.5	6.6		

Continuing education students as, defined earlier, include: 1) all part-time students who are enrolled in credit or non-credit programs; 2) all full-time students who are enrolled in non-credit continuing education programs at the same institution where they are full-time students; and 3) all full-time students who are enrolled as part-time students at other institutions.

About 18% of the respondents at the colleges are students who take full-time courses at one of the institutions and at the same time participate in other continuing education programs. This behavior is most typical at the two community colleges. About 92% of the students at the BOCES and about 80% of the students at the colleges take two or fewer credit and non-credit courses.

TABLE 6.1.2

DISTRIBUTION ACCORDING TO CURRENT COURSE ENROLLMENT

No. of Courses		One	Two	Three	Four	No Resp.	TOTAL
ATC	F	77	43	7	13	1	141
	%	54.6	30.5	5.0	9.2	0.7	100.0
CLARKSON	F	4	15	0	0	1	20
	%	20	75	0	0	5	100
JCC	F	60	44	19	31	10	164
	%	36.6	26.8	11.6	18.9	6.1	100.0
MATER DEI	F	82	30	10	10	2	134
	%	61.2	22.4	7.5	7.5	1.5	100.1
NCCC	F	126	76	28	120	15	365
	%	34.5	20.8	7.7	32.9	3.8	99.7
SUCP	F	698	150	39	42	14	943
	%	74.0	15.9	4.1	4.5	1.5	100.0
TOTAL	F	1047	358	103	216	43	1767
	%	59.3	20.3	6.1	12.2	2.4	

Of the 451 respondents at the BOCES, 322 (72.2%) indicated that they take only one course, 90 (20.2%) indicated two courses, 6 (1.3%) indicated three courses, 28 (6.3%) indicated four courses and 5 left a blank response.

About 43% of the respondents belong to the age group of 22-28. About 70% of the continuing education clientele at A.T.C. are above the age of 29. The frequency distribution indicates that A.T.C. has a more even spread among the age groups thereby serving individuals older than the traditional college age group.

About 60% of the continuing education clients at the colleges and about 52% at the BOCES are students between the ages of 22 to 35. In a region where marriages take place at a fairly early age, it could be concluded that persons between the ages of 22 and 35 would be responsible for young families. In planning courses and programs this factor is not often taken into consideration.

The data shows that only 4.3% of the clientele at the colleges and 6.7% of the clientele at the BOCES are above the age of 50. The census data reported in Chapter III, however, indicates that about 20% of the population is over the age of 50 in the region. Literature on industrial training and manpower retraining indicates that at about or after the age of 50 most skilled workers need a considerable amount of retraining either to upgrade their skills or to move into new careers. This age group is also considered to have more free time for extra-curricular activities since they are not usually restrained by a young family. Freedom from raising young children, combined with stable incomes, makes this group prone to investments in real estate, business and travel. These are interests and activities which can be served remarkably well by adult continuing education programs. A few interviews indicate that those beyond the age of 50 often do not feel that they are made welcome into most programs. This is because of teacher attitudes, institutional demands of expected behaviors, admission procedures and an unavailability of counselors consistent with the outlook of these adults.

(See Table 6.1.3)

The age distribution of the clientele of BOCES is evenly spread. About 14% are between the ages of 18 and 21, 28% between 22 and 28, 24% between 29 and 35, and 24% between 36 and 50. About 7% of the clientele are over the age of 51.

TABLE 6.1.3

AGE DISTRIBUTION

	ATC		CLARK-SON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Under 18	1	0.7	0	0	5	3.0	3	2.2	11	3.0	19	2.0	39	2.2
18 to 21	14	10.0	0	0	58	35.4	44	32.8	96	26.4	44	4.7	256	14.6
22 to 28	27	19.3	15	78.9	44	26.8	28	20.9	92	25.3	553	59.2	759	43.2
29 to 35	45	32.1	1	5.3	23	14.0	22	16.4	64	17.6	136	14.6	291	16.6
36 to 50	48	34.3	3	15.9	29	17.7	24	17.9	82	22.5	148	15.8	334	19.0
51 to 65	5	3.6	0	0	5	3.0	12	9.0	18	4.9	33	3.5	73	4.2
Over 65	0	0	0	0	0	0	1	0.8	1	0.3	1	0.1	3	0.2
No Response	1	-	1	-	0	-	0	-	1	-	9	-	12	-
TOTAL	141	100.0	20	100.1	164	99.9	134	100.0	365	100.0	943	99.9	1767	

In regional colleges the continuing education clientele is predominantly female (63%). However, only 37% of the clientele of the BOCES is female. The gross data on participation from the 1969 and 1972 U.S. Office of Education surveys indicate that nationwide the number of women surpassed that of men in postsecondary education in 1972. National data indicates that now there is a higher proportion of women in the part-time student population (Financing Part-Time Students, The New Majority in Postsecondary Education - Pitchell. P. 37). The regional data reflects a slightly higher proportion of women than is found at the national level.

TABLE 6.1.4

DISTRIBUTION BY SEX

..		FEMALE	MALE	NO RESPONSE	TOTAL
ATC	F	77	62	2	141
	%	54.6	44.0	1.4	100.0
CLARKSON	F	1	18	1	20
	%	5.0	90.0	5.0	100.0
JCC	F	73	90	1	164
	%	44.5	54.9	0.6	100.0
MATER DEI	F	103	30	1	274
	%	77.4	22.6	-	100.0
NCCC	F	199	165	1	365
	%	54.5	45.2	0.3	100.0
SUCP	F	641	291	11	943
	%	68.0	30.9	1.2	100.1
TOTAL	F	1094	656	17	1767
	%	62.5	37.5	-	

Women are often not found in courses that have been traditionally male dominated. Moreover, programs and courses that are designed for women to meet the challenges of changes in the traditional sex roles are conspicuous by their absence.

Combining the fact that about 63% of the clients at the colleges are females and that about 60% of the clients at the colleges are between the ages of 22 and 35 it can be seen that a fairly large percentage of these are young women. Further analysis reveals most of these to be mothers with children. The need for child care centers and other such facilities for children takes on more importance in this light. Young mothers express their need to have programs planned for their children while they attend class. Programs aimed at the whole family might serve the clientele better. Such efforts have been tried with success elsewhere in the country.

It might also be useful to note that while 63% of the college clientele and 37% of the clientele at the BOCES is female, of the 9 colleges and 6 centers of the BOCES, only one director of continuing education is a female. She is a religious sister at Mater Dei College which is an institution sponsored by religious sisters. Women are conspicuously absent in the administration of the continuing education program.

A.T.C., Clarkson and Mater Dei draw their continuing education students mainly from St. Lawrence County. S.U.C.P., because of its graduate program in education, draws clients from Jefferson, Franklin and St. Lawrence counties. The figures indicate that A.T.C., Clarkson and N.C.C.C. do not have any students from Lewis County. J.C.C. shows 6% of the respondents in its continuing education program originate in Lewis County. S.U.C.P., which serves the teachers' and educators' needs of Lewis County, has 3.5% of its students from Lewis County. The population of Lewis County is 23,644, which is 9% of the regional population. Of the total respondents only 2.8% are from Lewis County whereas 40.3% are from St. Lawrence County. The need for better service from the colleges, especially the State Colleges, is obvious from the figures. A.T.C. and S.U.C.P., as two units of the S.U.N.Y. system, would appear to have an opportunity to serve Lewis County better. The economic conditions in Lewis County are generally lower than is true of the other counties. Given the predominance of agribusiness, the need for better educational service is more acute in Lewis County.

Because of the poor road conditions and heavy winter snows, travel can become extremely difficult, more difficult than is true even for the other counties. Hence, there is an acute need for some sort of an extension center in Lewis County.

The BOCES serves the clients of its own district and it is mandated to do just that by the school districts.

Each postsecondary institution reflects a different ability to draw students from its own and other counties.

TABLE 6.1.5

COUNTY OF RESIDENCE

		FRANKLIN	JEFFERSON	LEWIS	ST. LAWRENCE	OTHER	NO RESP.	TOTAL
ATC	F	2	1	0	124	11	3	141
	%	1.4	0.7	0	89.9	8.0	-	100.0
CLARKSON	F	2	0	0	16	1	1	20
	%	10.5	0	0	84.2	5.2	-	99.9
JCC	F	1	144	11	3	5	0	164
	%	0.6	87.8	6.7	1.8	3.0	-	99.9
MATER DEI	F	15	9	4	93	11	2	134
	%	11.4	6.8	3.0	70.5	8.3	-	100.0
NCCC	F	173	1	1	9	172	9	365
	%	48.6	0.3	0.3	2.5	48.3	-	100.0
SUCP	F	148	161	33	459	137	5	943
	%	15.8	17.2	3.5	48.9	14.6	-	100.0
TOTAL	F	341	316	49	704	337	20	1767
	%	19.5	18.1	2.8	40.3	19.3	-	

The colleges report 49% and the BOCES report 57% of their students as "married with spouse present". In planning continuing education courses and programs, the interests of the spouse should be considered as a potential market for continuing education programs and courses. Programs for couples have been attempted at other colleges and have succeeded if child care has been made available.

78% of the continuing education students at A.T.C. report themselves as being married. Of all the institutions reporting, this is the highest percentage. The lowest percentages of married students, slightly above 30%, are found at the community colleges. Mater Dei reports the highest percentage (49.3) of single students, however.

About 20% of the students at the BOCES and 11.8% at the colleges report "married, spouse absent". The needs of single parents are very different in terms of counseling, financial aid, child care, leisure hours and the like. Of the programs listed at the colleges, there is no evidence that special programs have been offered for single parents. Single parents, as a special subgroup, require more attention. Further analysis of the data reveals that of the single parents over 80% are female. The problems of the single mother are more acute than those of the single father.

BOCES

TABLE 6.1.6

MARITAL STATUS - BOCES

	Frequency	Percentage
Married, Spouse Present	251	57.1
Married, Spouse Absent	87	19.8
Single	102	23.2
No Response	11	-
TOTAL	451	100.1

TABLE 6.1.7

MARITAL STATUS - COLLEGES

		MARRIED, SPOUSE PRESENT	MARRIED, SPOUSE ABSENT	SINGLE	NO RESP.	TOTAL
ATC	F	83	25	30	3	141
	%	60.1	18.1	21.7	-	99.9
CLARKSON	F	9	2	8	1	20
	%	47.3	10.5	42.1	-	99.9
JCC	F	51	16	96	1	164
	%	31.3	9.8	58.9	-	100
MATER DEI	F	54	14	66	0	134
	%	40.3	10.5	49.3	-	100.1
NCCC	F	112	77	164	12	365
	%	31.7	21.8	46.5	-	100
SUCP	F	547	71	318	7	943
	%	58.4	7.6	34.0	-	100
TOTAL	F	856	205	682	24	1767
	%	49.1	11.8	39.1	-	

Dependent children at home reduces the flexibility of adults wishing to participate in continuing education. Consistent with the figures noted in the past tables, A.T.C. has the lowest percentage (32.9%) of respondents who do not have dependent children. Table 6.1.8 indicates that about 43% of the clients at the colleges and 61% at the BOCES have dependent children. In addition to planning for the convenience of parents who have children, it might also be useful to take into consideration those young parents who, besides attending courses for career advancement and other similar objectives, are also interested in programs that will make them better parents. In interviews some of the young parents expressed their interest in programs like "Parent Effectiveness Technique", Child Nutrition, Pre-Natal Care, Insurance for Dependents, Juvenile Delinquency and Children's Toys.

At the BOCES 172 (38.3%) of the respondents reported no children, 74 (16.5%) of the respondents reported one dependent child, 85 (18.9%) of the respondents reported two dependent children and 118 (26.3%) of the respondents reported having more than two dependent children.

TABLE 6. 1.8

NUMBER OF DEPENDENT CHILDREN

		NO	ONE	TWO	MORE THAN 2	NO RESP.	TOTAL
ATC	F	46	19	32	43	1	141
	%	32.9	13.6	22.9	30.7	-	100.1
CLARKSON	F	13	2	1	3	1	20
	%	68.4	10.5	5.2	15.8	-	99.9
JCC	F	102	20	20	21	1	164
	%	62.6	12.3	12.3	12.9	-	100.1
MATER DEI	F	64	15	28	23	4	134
	%	49.2	11.5	21.5	17.7	-	99.9
NCCC	F	203	46	49	66	1	365
	%	55.8	12.6	13.5	18.1	-	100.0
SUCP	F	545	118	133	139	8	943
	%	58.3	12.6	14.2	14.9	-	100.0
TOTAL	F	973	220	263	295	16	1767
	%	55.6	12.6	15.0	16.8	-	

TABLE 6.1.9

EDUCATIONAL LEVEL ATTAINED

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Less Than 8 Years	0	0	0	0	0	0	2	1.5	2	0.6	0	0	4	0.2
Less Than 12 Years	3	2.1	0	0	5	3.1	10	7.6	17	4.7	5	0.5	40	2.3
12 Years	57	41.3	0	0	46	28.2	30	22.7	152	41.9	43	4.6	328	18.7
1 Year of College	33	23.9	0	0	53	32.5	49	37.1	97	26.7	20	2.1	252	14.4
2 Years of College	20	14.5	0	0	41	25.2	18	13.6	61	16.8	31	3.3	171	9.8
3 Years of College	5	3.6	0	0	10	6.1	10	7.6	10	2.8	18	1.9	53	3.0
4 Years of College	7	5.1	11	57.9	4	2.5	2	1.5	9	2.5	285	30.4	318	18.2
Grad. or Prof.	13	9.4	8	42.1	4	2.5	11	8.3	14	3.9	535	57.1	585	33.4
No Resp.	3	-	1	-	1	-	2	-	3	-	6	-	16	-
TOTAL	141	99.9	20	100.0	164	100.1	134	99.9	365	99.9	943	99.9	1767	

Of the continuing education students at the colleges, only 2.6% of the students have had less than 12 years of formal schooling. At the BOCES 9.3% of the students have had less than 12 years of schooling. Of the total clientele of the colleges, about 73% are at the freshman level or above. In contrast, the BOCES centers cater to an adult population with less college education. In fact, only a third of the clientele of the BOCES have had at least one year of a college education.

(See Table 6.1.9)

The median school years completed for the adult population (25 years and over) in the four county districts is only 12 years (See Table 3.4.1). Only 18.7% of the continuing education clientele have completed 12 years of school. It is obvious that the colleges do not meet the needs of a large population of the region that has less than a high school education. In fact, Table 6.1.9 indicates that the continuing education clientele of the colleges consists of 18% with 4 years of college and 33% with graduate degrees. Thus, 51% of the continuing education population already has a college degree. This data reflects the oft repeated accusation that the educated are served more, and those who need education are still neglected. BOCES, N.C.C.C. and A.T.C. serve the not-so-formally educated population more than do the other institutions. S.U.C.P. serves primarily the graduate school and professional student.

BOCES

TABLE 6.1.10

EDUCATIONAL LEVEL ATTAINED

Educational Level	Frequency	Percentage
Less than 8 Years	5	1.1
Less than 12 Years	37	8.2
12 Years	259	57.6
1 Year of College	39	8.7
2 Years of College	39	8.7
3 Years of College	8	1.8
4 Years of College	15	3.3
Graduate or Professional	48	10.7
No Response	1	-
TOTAL	451	100.1

Mater Dei reports 8.2% of its clientele to be without a high school diploma. BOCES reports 7.4% followed by N.C.C.C. with 6.9%. A few interviews with adults in the community indicate that many adults who do not have a high school diploma or its equivalent are not aware that there are several ways of obtaining one by successfully completing college courses.

S.U.C.P. and Clarkson cater mainly to graduate students through their programs. Only 1.7% of the clients at S.U.C.P. have taken an Associate Degree. There is, therefore, substantial room for improvement in the regional ability to serve those who have already had two years of college.

BOCES

TABLE 6.1.11

HIGHEST DEGREE OR DIPLOMA ATTAINED

	Frequency	Percentage
No Diploma or Degree	33	7.4
High School Diploma	291	65.4
Certificate at Post-Secondary Level	13	2.9
Vocational Diploma	19	4.3
Professional Certificate	10	2.3
A.A. Degree	19	4.3
B.S. or B.A. Degree	29	6.5
Graduate Degrees or Equivalent	31	7.0
No Response	6	-
TOTAL	451	100.1

TABLE 6.1.12

HIGHEST DEGREE OR DIPLOMA ATTAINED

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
None	4	2.9	0	0	7	4.3	11	8.2	25	6.9	24	2.6	71	4.0
High School	92	66.2	0	0	119	73.0	87	64.9	265	73.6	76	8.1	639	36.4
Certificate at Post Sec. Level	3	2.2	0	0	3	1.8	5	3.7	12	3.3	6	0.6	29	1.6
Voc. Diploma	8	5.8	0	0	8	4.9	5	3.7	11	3.1	9	1.0	41	2.3
Professional Certificate	14	10.1	1	5.3	3	1.8	7	5.7	14	3.9	21	2.2	60	3.4
A.A. Degree	7	5.0	0	0	16	9.8	8	6.0	16	4.4	16	1.7	63	3.6
B.S. or B.A. Degree	7	5.0	14	73.7	3	1.8	6	4.5	11	3.1	650	69.2	691	39.4
Graduate Degree or Equivalent	4	2.9	4	21.1	4	2.5	5	3.7	6	1.7	137	14.6	160	9.1
No Response	2	-	1	-	1	-	0	-	5	-	4	-	13	-
TOTAL	141	100.1	20	100.1	164	99.9	274	100.4	365	100.0	943	100.0	1767	

About 7% of the clientele at the colleges and 10% at the BOCES claim to be homemakers. It is obvious looking at the census figures given in Chapter III that there is a still far larger proportion of homemakers in the North Country.

Of the total clientele, 72% at the colleges and 76% at the BOCES report to be employed. Of the 16% who claim to be unemployed at the colleges, almost 85% of those are young students who live with their parents at home and are in early years of college. BOCES reports 14% of those who are unemployed are looking for work. With an almost 12% unemployment rate in the region, the percentage of unemployed adults attending an educational program can be increased. This is true only if the programs are seen as actually meeting their needs.

BOCES

TABLE 6.1.13

EMPLOYMENT STATUS

	Frequency	Percentage
Self-Employed	32	7.1
Employed	311	69.1
Unemployed	40	8.9
Looking for Work	24	5.3
Homemaker	43	9.6
No Response	1	-
TOTAL	451	100.0

TABLE 6.1.14

EMPLOYMENT STATUS

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Self-Employed	10	7.2	0	0	10	6.1	1	0.8	27	7.4	18	1.9	66	3.8
Employed	101	72.6	19	100.0	97	59.9	68	51.5	165	45.2	740	79.7	1190	68.2
Unem-ployed	14	10.1	0	0	35	21.6	45	34.1	117	32.1	71	7.7	282	16.2
Looking For Work	3	2.2	0	0	12	7.4	8	6.1	26	7.1	35	3.8	84	4.8
Home-maker	11	7.9	0	0	8	4.9	10	7.6	30	8.2	64	6.9	123	7.0
No Resp.	2	-	1	-	2	-	2	-	0	-	15	-	22	-
TOTAL	141	100.0	20	100.0	164	99.9	134	100.1	365	100.0	943	100.0	1767	

The 9th annual report of the National Advisory Council on Extension and Continuing Education indicates that 60% of the participants in adult continuing education across the nation earn salaries in excess of $10,000 per annum. (Equity of Access) This region's data, however, indicates that about 79% of the clientele of the colleges and about 74% of the clientele of the BOCES make less than $10,000 per annum. In fact, about 40% of the college clientele and about 37% of the clientele of the BOCES have an income of less than $5,000 per annum.

BOCES

TABLE 6.1.15

1973 INCOME LEVELS

	Frequency	Percentage
None	73	17.2
Under $5,000	84	19.8
$5 - $6,999	48	11.3
$7 - $7,999	30	7.1
$8 - $9,999	78	18.4
$10 - $14,999	85	20.1
$15 - $24,999	21	5.0
Over $25,000	5	1.2
No Response	27	-
TOTAL	451	100.1

TABLE 6.1.16

PERSONAL INCOME LEVELS

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
None	19	14.0	0	0	15	9.6	27	20.1	65	19.1	95	10.2	221	12.8
Under $5,000	24	17.6	2	10.5	69	43.9	45	33.6	143	41.9	182	19.6	465	27.1
$5,000-$6,999	15	11.0	1	5.3	25	15.9	16	11.9	41	12.0	64	6.9	162	9.4
$7,000-$7,999	14	10.3	2	10.5	7	4.5	5	3.7	18	5.3	133	14.3	179	10.4
$8,000-$9,999	22	16.2	3	15.8	12	7.6	22	16.4	21	6.2	252	27.1	332	19.3
$10,000-$14,999	30	22.1	7	36.8	17	10.8	11	8.2	34	10.0	136	14.6	235	13.7
$15,000-$24,999	10	7.4	3	15.8	11	7.0	1	0.7	17	5.0	52	5.6	94	5.5
Over $25,000	2	1.5	1	5.3	1	0.6	7	5.2	2	0.6	15	1.6	28	1.6
No Resp.	5	-	1	-	7	-	0	-	24	-	14	-	51	-
TOTAL	141	100.1	20	100.0	164	98.9	134	99.8	365	100.1	943	99.9	1767	

The data on the total family income of the students (excluding the students who live at home with their parents) indicates that about 48% of the clientele of the colleges and about 75% of the clientele of the BOCES have an annual family income of over $10,000 per annum.

About 20% of the clientele are dependent on their parents at the colleges (Table 6.1.18) and about 14% at the BOCES (Table 6.1.17). Further investigation indicates that most of these students come from families earning over $10,000 per annum.

8.5% of the students at the colleges and about 5.3% at the BOCES have less than $5,000 annual family income. The 1970 census report (Table 3.3.7) indicates that a larger percentage of individuals had less than $5,000 annual family income in the North Country. That is, about 27% in Franklin, 21% in Jefferson, 23% in Lewis and 20% in St. Lawrence counties were at this level.

According to census data, in Franklin about 43%, in Jefferson about 35%, in Lewis about 41% and in St. Lawrence about 35% of the population had a family income of less than $7,000 while, of the continuing education students, about 15% at the colleges and 13% at the BOCES earned less than $7,000 annual family income.

Table III-9 gives the mean family incomes for the four counties. The data in Tables 6.1.17 and 6.1.18 clearly indicates that the continuing education clientele comes mostly from those who earn more than the mean family income. One must conclude that the economically poor are least served by the educational institutions.

(See Tables 6.1.17 and 6.1.18)

About 17% of the clientele at the colleges and about 30% of the clientele at the BOCES have served in the armed forces and are veterans. Barely one percent of the students are currently in the armed forces. The proximity of Fort Drum to Jefferson Community College seems to show no greater share of personnel of the armed forces at Jefferson Community College.

Findings cited by the National Center for Education Statistics indicate that 59% of those engaged in occupational training were veterans. Follow-up interviews indicate that of the veterans engaged in adult continuing education programs, about 75% are in occupational programs. A few interviews with veterans indicate that veterans in the North Country have not enrolled at the colleges because of the lack of occupational programs. Some veterans also indicate a greater need for veterans' counseling especially

BOCES

TABLE 6.1.17

FAMILY INCOME

	Frequency	Percentage
At Home With Parents	56	14.2
Under $5,000	21	5.3
$5,000 - $6,999	32	8.1
$7,000 - $7,999	23	5.8
$8,000 - $9,999	84	21.3
$10,000 - $14,999	111	28.2
$15,000 - $24,999	56	14.2
Over $25,000	11	2.8
No Response	57	-
TOTAL	451	99.9

TABLE 6.1.18

FAMILY INCOME LEVEL

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
At Home w/Parent	13	10.1	2	10.5	55	35.3	25	20.8	73	21.8	163	18.0	331	19.9
Under $5.000	5	3.9	2	10.5	17	10.9	19	15.8	52	15.5	46	5.1	141	8.5
$5,000-$6,999	5	3.9	1	5.3	13	8.3	9	7.5	38	11.3	44	4.9	110	6.6
$7,000-$7,999	4	3.1	0	0	6	3.8	11	9.2	20	6.0	56	6.2	97	5.8
$8,000-$9,999	15	11.6	2	10.5	15	9.6	13	10.8	37	11.0	141	15.5	223	13.4
$10,000-$14,999	36	27.9	6	31.6	26	16.7	18	15.0	64	19.1	200	22.1	350	21.0
$15,000-$24,999	33	25.6	5	26.3	18	11.5	20	16.7	39	11.6	214	23.6	329	19.7
Over $25,000	18	14.0	1	5.3	6	3.8	5	4.2	12	3.6	43	4.7	85	5.1
No Resp.	12	-	1	-	8	-	14	-	30	-	36	-	101	-
TOTAL	141	100.1	20	100.0	164	99.9	274	100.0	365	99.9	943	100.1	1767	

in career, vocational and academic affairs. Further investigation indicates that professionally trained, competent, career, vocational and academic counselors are not perceived to be available to veterans in this region.

At the BOCES 306 (68.9%) respondents indicated that they had not served in the armed forces, 133 respondents (30.0%) indicated they were veterans and 5 (1.1%) indicated they were presently serving in the armed forces.

TABLE 6.1.19

VETERANS SERVED

		NEVER SERVED	VETERAN ARMED FORCES	NOW SERVING IN ARMED FORCES	NO RESP.	TOTAL
ATC	F	95	39	4	3	141
	%	68.8	28.3	2.9	-	100.0
CLARKSON	F	12	6	1	1	20
	%	63.2	31.6	5.3	-	100.1
JCC	F	112	42	3	7	164
	%	71.3	26.8	1.9	-	100.0
MATER DEI	F	111	17	2	4	134
	%	85.4	13.1	1.5	-	100
NCCC	F	256	99	2	8	365
	%	71.7	27.7	0.6	-	100
SUCP	F	825	94	4	20	943
	%	89.4	10.2	0.4	-	100.0
TOTAL	F	1411	297	16	43	1767
	%	81.8	17.2	0.9	-	

Given the vastness of this region, it will be useful to note that almost 42% of the clientele at the colleges and 30% of the clientele at the BOCES travel less than five miles to attend classes. Of the colleges, North Country Community College, which serves the counties of Franklin and Essex, reports that about 59% of the students travel less than five miles and about 70% travel less than ten miles to attend classes.

The BOCES, which does not have extension centers, draws about 50% of its adult continuing education clientele from a distance of less than ten miles.

Charts 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5 and 6.1.6 display, using concentric circles, the distances travelled. If the main highways and roads were also shown, it would be seen that those who can travel to classes live in very limited distances from the institutions.

BOCES

TABLE 6.1.20

DISTANCE TRAVELLED TO CLASS

	Frequency	Percentage
0 - 5 Miles	136	30.2
5 - 10 Miles	90	20.0
10 - 15 Miles	83	18.4
15 - 20 Miles	71	15.8
20 - 30 Miles	46	10.2
More Than 30 Miles	24	5.3
No Response	1	-
TOTAL	451	99.9

TABLE 6.1.21

DISTANCE TRAVELLED

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
0 -5 Miles	47	33.3	4	20.0	61	37.2	50	37.6	217	60.3	374	39.7	753	42.8
5 - 10 Miles	20	14.2	2	10.0	28	17.1	48	36.1	40	11.1	112	11.9	250	14.2
10 - 15 Miles	23	16.3	4	20.0	14	8.5	16	12.0	33	9.2	110	11.7	200	11.4
15 - 20 Miles	20	14.2	2	10.0	26	15.9	5	3.8	30	8.3	81	8.6	164	9.3
20 - 30 Miles	19	13.5	7	35.0	27	16.5	7	5.3	24	6.7	112	11.9	196	11.1
More Than 30 Miles	12	8.5	1	5.0	8	4.9	7	5.3	16	4.4	154	16.3	198	11.2
No Resp.	0	-	0	-	0	-	1	-	5	-	0	-	6	-
TOTAL	141	100.0	20	100.0	164	100.1	134	100.1	365	100	943	100.1	1767	

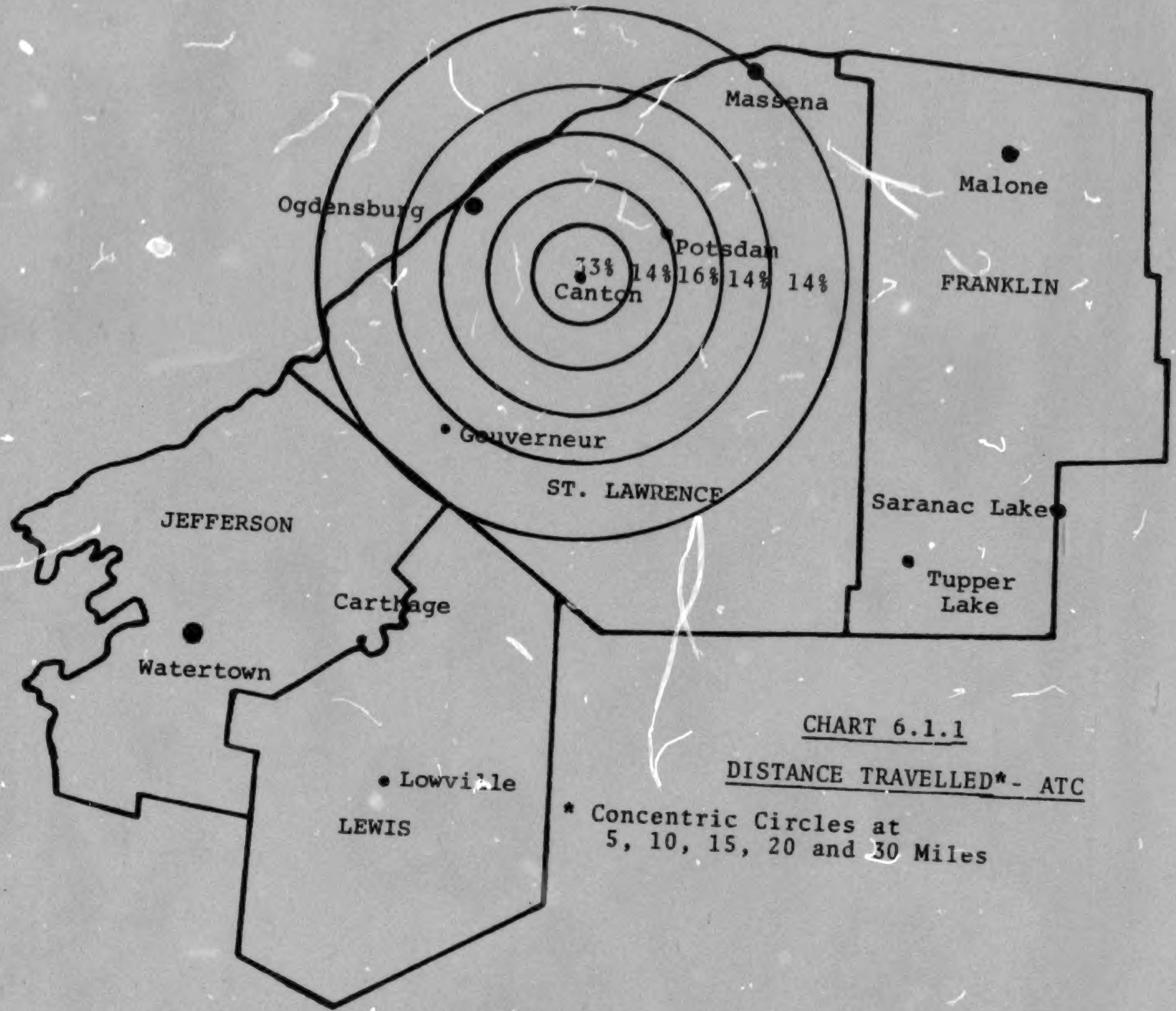

Massena
Malone
Ogdensburg
Potsdam
73%
14%
16%
14%
14%
Canton
FRANKLIN
Gouverneur
ST. LAWRENCE
Saranac Lake
Tupper Lake
JEFFERSON
Carthage
Watertown
Lowville
LEWIS

CHART 6.1.1

DISTANCE TRAVELLED* - ATC

* Concentric Circles at
5, 10, 15, 20 and 30 Miles

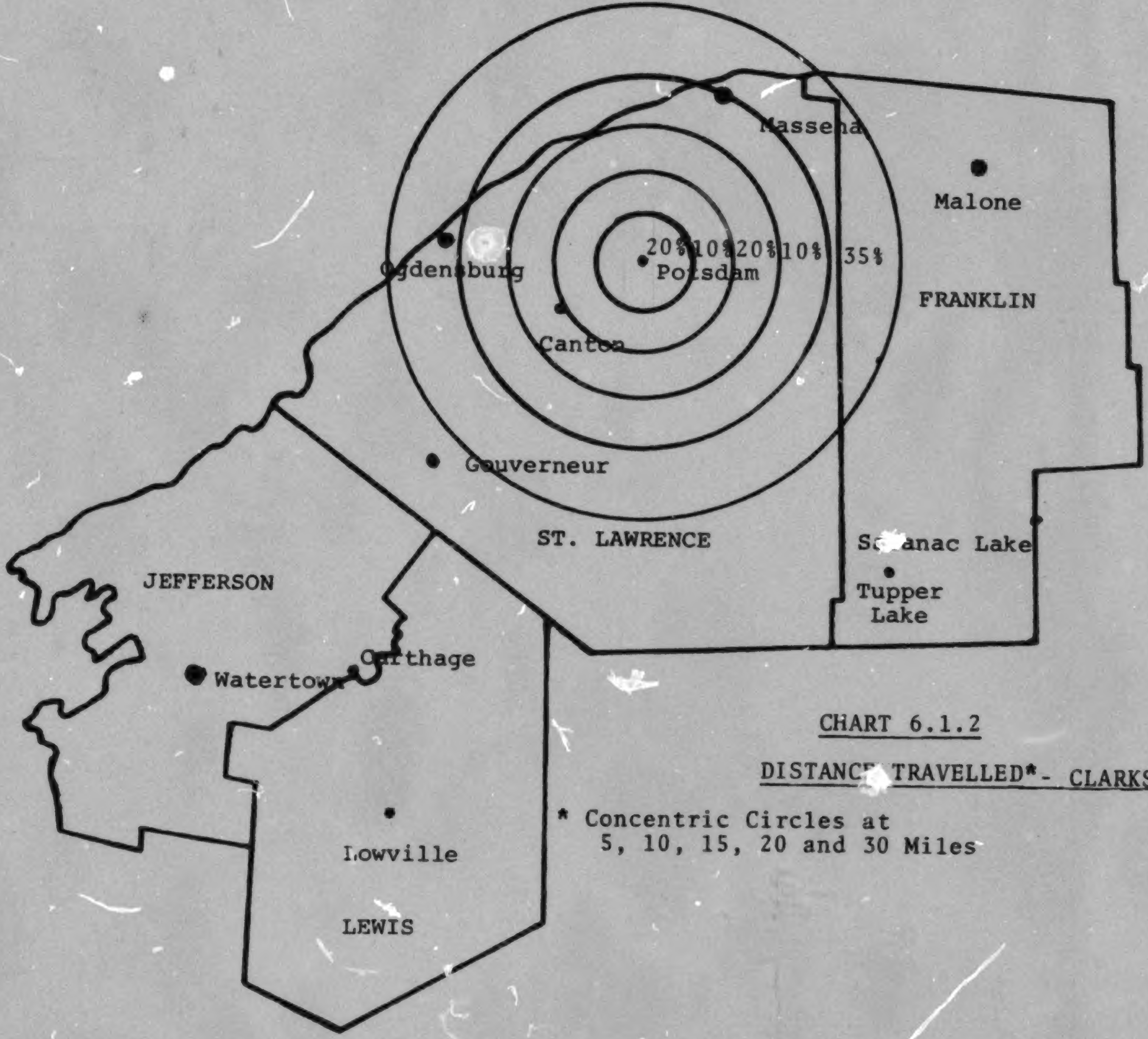

Massena
Malone
Ogdensburg
20%
10%
20%
10%
35%
Potsdam
FRANKLIN
Canton
Gouverneur
ST. LAWRENCE
Saranac Lake
Tupper Lake
JEFFERSON
Carthage
Watertown
Lowville
LEWIS

CHART 6.1.2

DISTANCE TRAVELLED* - CLARKSON

* Concentric Circles at 5, 10, 15, 20 and 30 Miles

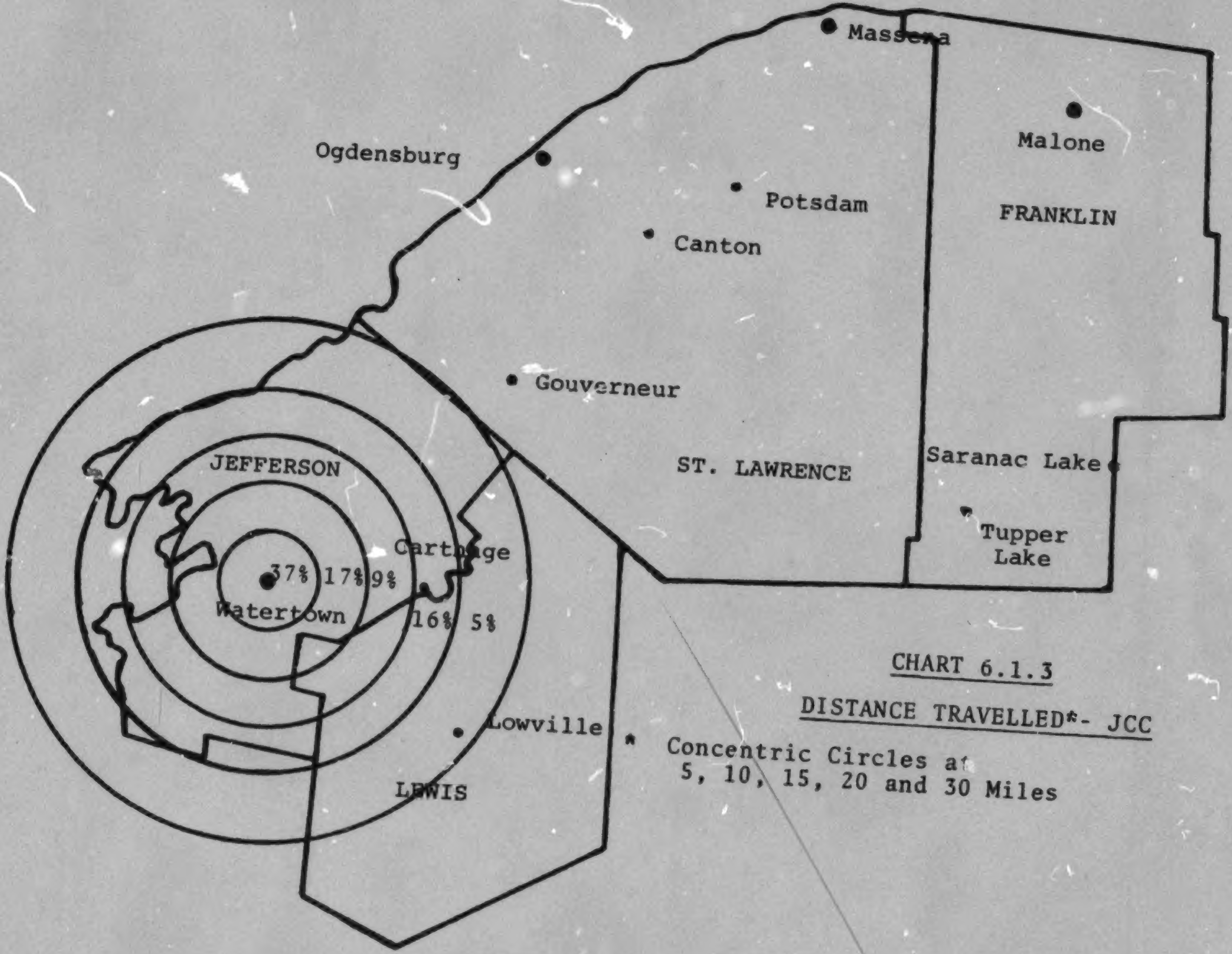

Massena
Malone
Ogdensburg
Potsdam
Canton
FRANKLIN
Gouverneur
ST. LAWRENCE
Saranac Lake
Tupper Lake
JEFFERSON
Carthage
37%
17%
9%
Watertown
16%
5%
Lowville
LEWIS

CHART 6.1.3

DISTANCE TRAVELLED*- JCC

* Concentric Circles at 5, 10, 15, 20 and 30 Miles

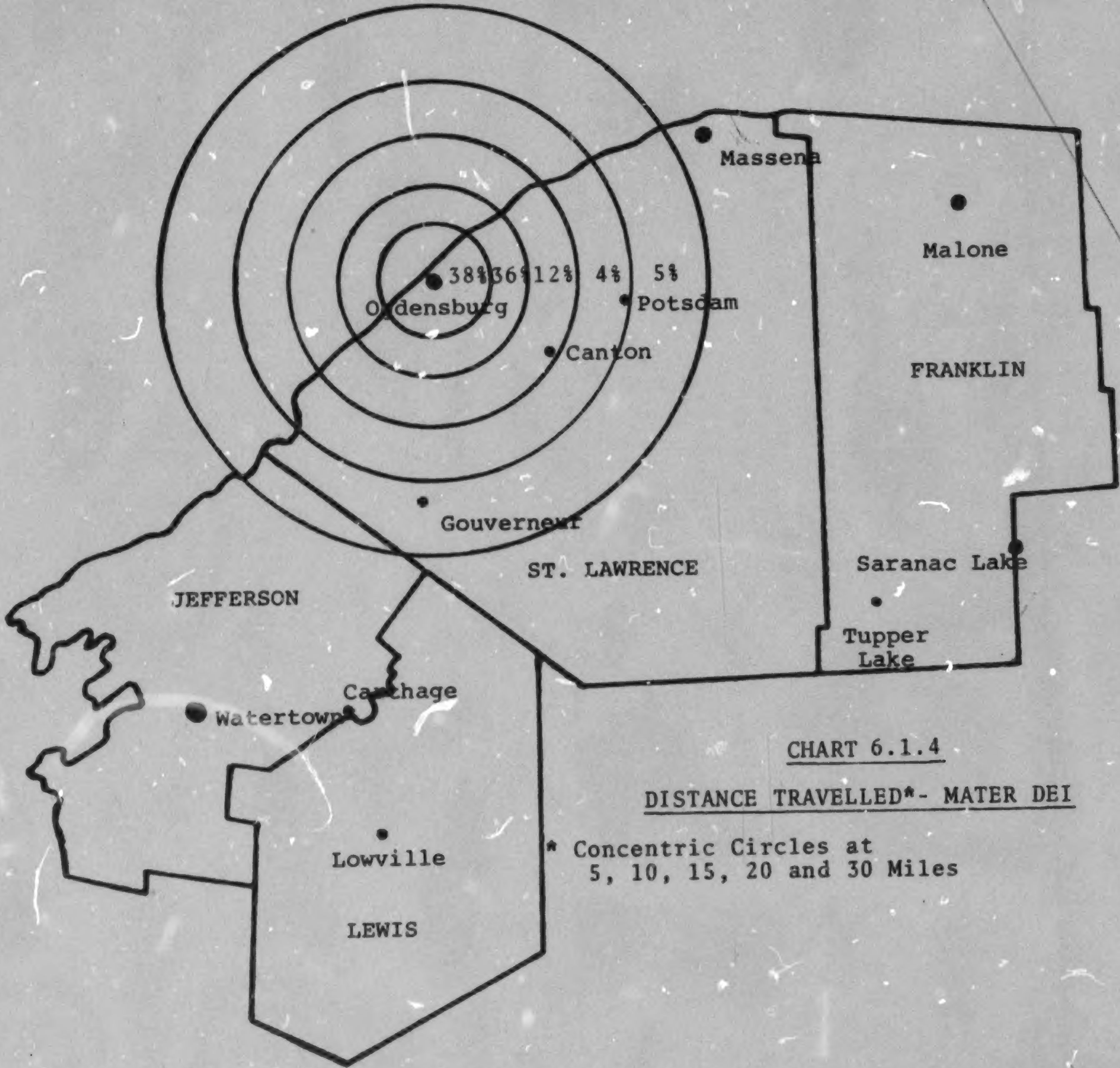

38%
36%
12%
4%
5%
Ogdensburg
Potsdam
Canton
Massena
Malone
FRANKLIN
Gouverneur
ST. LAWRENCE
Saranac Lake
Tupper Lake
JEFFERSON
Carthage
Watertown
Lowville
LEWIS

CHART 6.1.4

DISTANCE TRAVELLED*- MATER DEI

* Concentric Circles at
5, 10, 15, 20 and 30 Miles

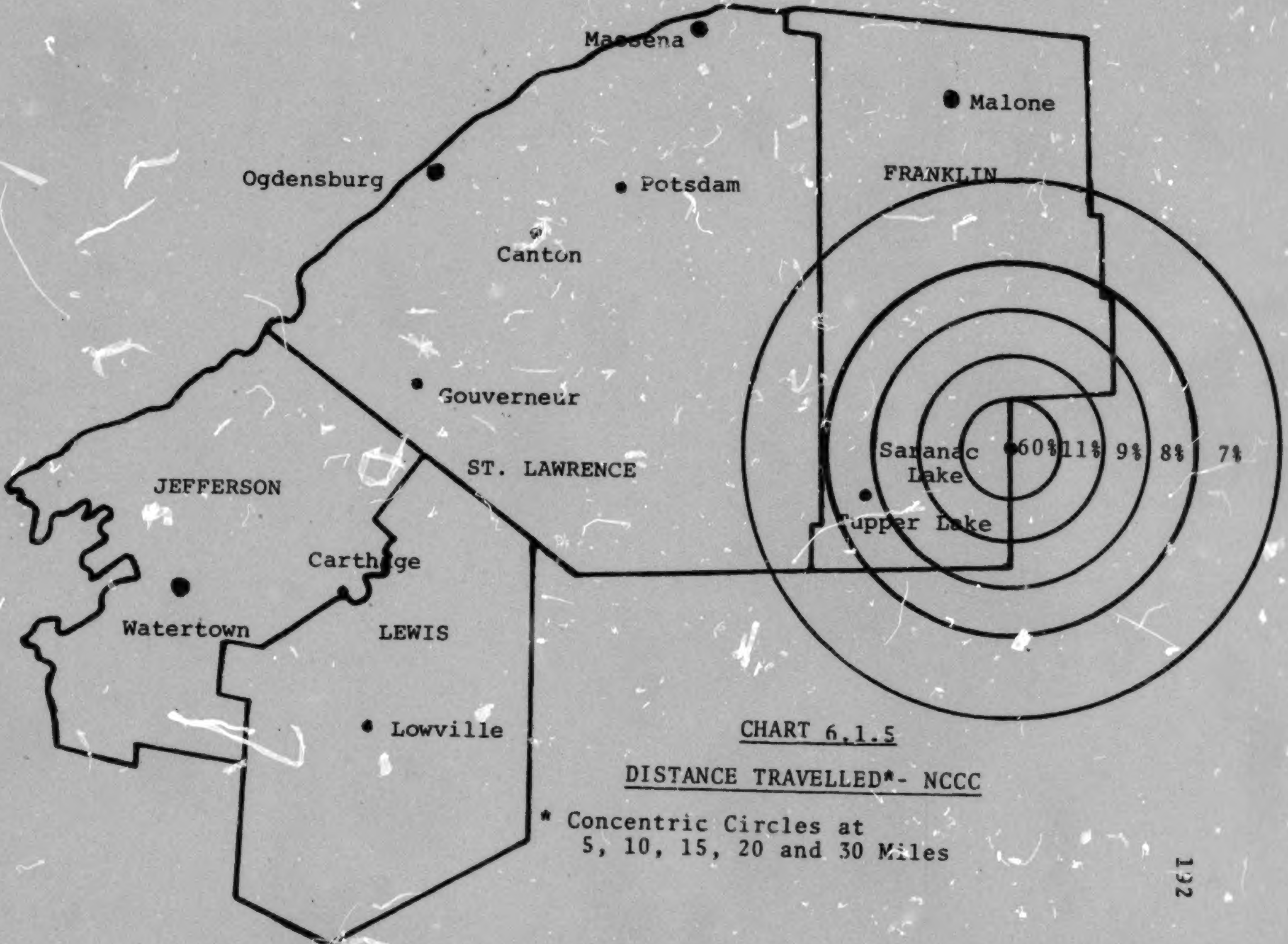

Massena
Malone
FRANKLIN
Ogdensburg
Potsdam
Canton
Gouverneur
ST. LAWRENCE
JEFFERSON
Carthage
Watertown
LEWIS
Lowville
Saranac Lake
Tupper Lake
60%
11%
9%
8%
7%

CHART 6.1.5

DISTANCE TRAVELLED*- NCCC

* Concentric Circles at
5, 10, 15, 20 and 30 Miles

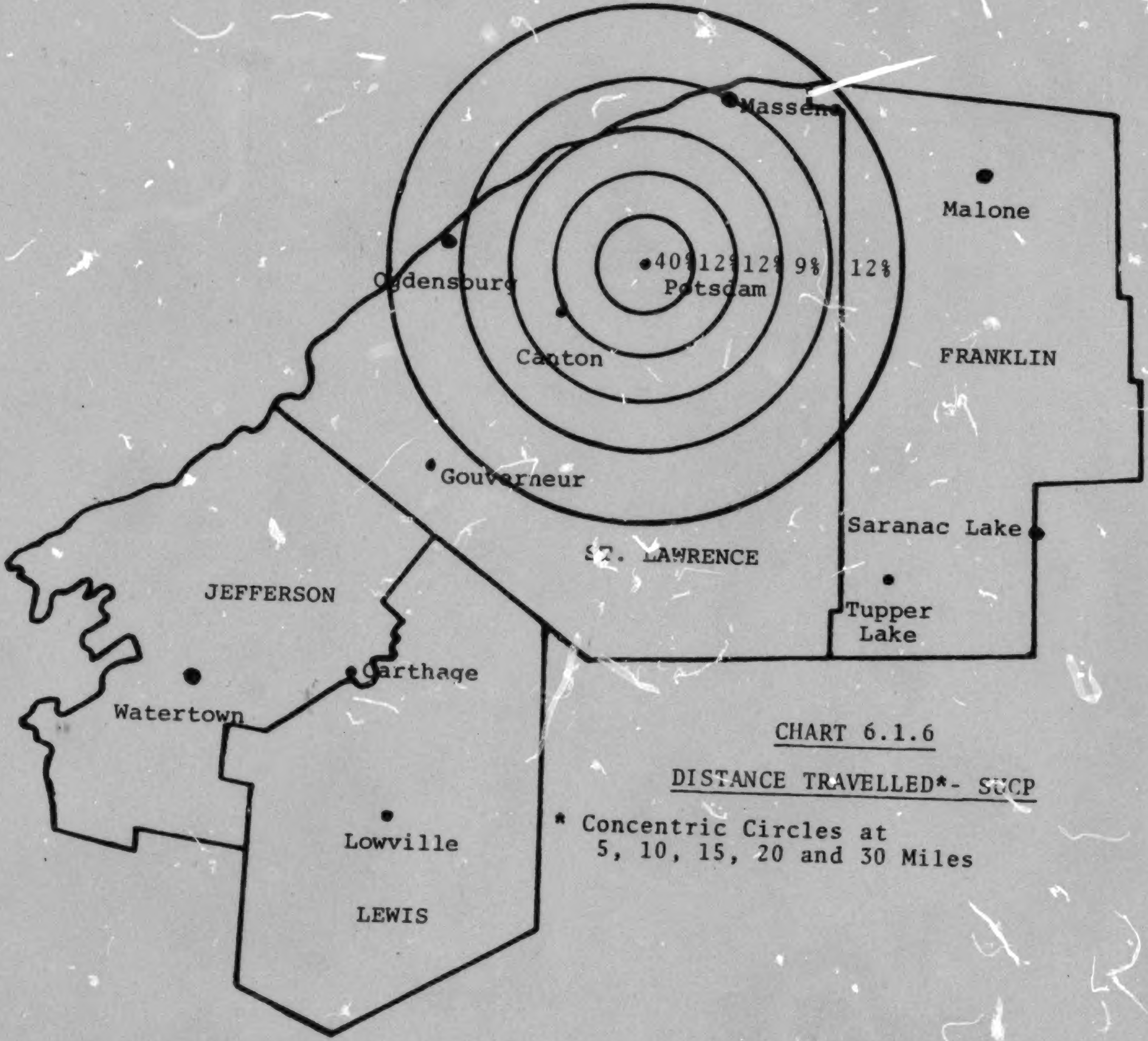

Massena
Malone
40%
12%
12%
9%
12%
Potsdam
Ogdensburg
Canton
FRANKLIN
Gouverneur
Saranac Lake
ST. LAWRENCE
Tupper Lake
JEFFERSON
Carthage
Watertown
Lowville
LEWIS

CHART 6.1.6

DISTANCE TRAVELLED*- SUCP

* Concentric Circles at 5, 10, 15, 20 and 30 Miles

It is important to know why some students enroll in continuing education programs rather than in regular full-time academic programs. Some students who have been rejected by the regular academic programs use continuing education to enter as if by the back door (Table 6.1.23). A legitimate question that can be raised here is whether continuing education programs can be used more effectively as remedial programs to channel more students into the main stream of education. The Gould study indicates that a very large percentage of continuing education students do eventually become full-time students.

The largest group of students, 66.3% at the colleges and 61.5% at the BOCES, indicate that convenience of hours was the primary reason for their enrollment in continuing education courses. Of these, almost 100% were enrolled in evening classes. Those who find evening classes as most convenient turn out to be young married students with dependent children (95%).

At the colleges only 7.7% of the respondents indicate that open enrollment policies have been the reason for their presence in continuing education. From follow-up interviews, it was evident that open enrollment policies in continuing education are not well-known by the needier section of the regional population. The open-door policy for non-credit courses is not well understood by poorer segments of the population. In the surveys of the rural population, rural women, farmers and head-start parents, an ignorance of the availability of non-credit continuing education courses for non-academic students was determined. Open enrollment policies, especially in non-credit courses, needs to be better explained and better advertised.

BOCES

TABLE 6.1.22

REASONS GIVEN FOR ENROLLMENT

	Frequency	Percentage
Applied to Day School and Was Not Accepted	9	2.1
To Transfer to Day Program	3	0.7
Convenience of Hours	267	61.5
Course Only Offered in Continuing Education	110	25.4
Open Enrollment in Continuing Education	45	10.4
No Response	17	-
TOTAL	451	100.1

(See also Table 6.1.23)

Part-time students at Clarkson participate mainly to meet graduate degree requirements. Students at the other institutions vary a great deal in their degree objectives. This is in keeping with the nature of the academic offerings of the schools (Table 6.1.23). At S.U.C.P., 48% of the students take courses to meet certification requirements and another 39% take courses to meet graduate degree requirements. These are mainly teachers and educators who take education courses. Thus, about 87% of the continuing education clientele at S.U.C.P. are educators and teachers. Figures in Table VI-23 indicate that only 4.7% of the clients at S.U.C.P. take courses to obtain a bachelor's degree. Of the total respondents in the colleges, 34.1% take courses to meet associate degree requirements, 28.3% take courses to meet professional certification requirements. Only 8.2% seek to meet bachelor's degree requirements.

Most of the persons in this are now taking courses to meet bachelor's degree requirements but are enrolled at

TABLE 6.1.23

REASONS GIVEN FOR ENROLLMENT

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Applied To Day School; Was Not Accepted	0	0	2	10.0	7	4.3	3	2.7	5	1.4	7	0.7	24	1.4
Transfer To Day Program	5	3.5	14	70.0	14	8.6	16	14.2	22	6.3	26	2.8	97	5.7
Convenience of Hours	96	68.1	2	10.0	103	63.2	63	55.8	213	61.0	656	71.1	1133	66.3
Course Only Offered in Cont. Ed.	20	14.1	2	10.0	23	14.1	22	19.5	74	21.2	181	19.6	322	18.9
Open Enroll. in Cont. Ed.	20	14.1	0	0	16	9.8	9	8.0	35	10.0	52	5.6	132	7.7
No Resp.	0	-	0	-	1	-	21	-	16	-	21	-	59	-
TOTAL	141	99.8	20	100.0	164	100.0	134	100.2	365	99.9	943	99.8	1767	

the two-year colleges. Investigation of courses offered and college policies indicates that senior level college courses are rarely offered at the two-year college campuses by the senior level institutions. While the two-year institutions offer a fair number of junior level courses, the senior institutions have abstained from offering senior level courses. Senior level courses are very much needed in Jefferson, Lewis and Franklin counties.

The BOCES (Table 6.1.24), consistent with its mission, serves clients who have as their objectives the securing of a vocational diploma (44.2%) or professional certification (35.9%). However, the vocational diploma does not seem to be an important objective for clients at A.T.C., J.C.C., Mater Dei and N.C.C.C. These colleges do have some vocational programs. Perhaps a stronger identification of vocational programs to potential clients would be a useful effort by these colleges. Cooperation with the BOCES in the circulation of vocational programs with the colleges might help in expanding continuing education offerings in a more meaningful way for A.T.C., Mater Dei, J.C.C. and N.C.C.C. Joint cooperative programs in vocational and career counseling is also needed to help clients clarify their own objectives.

BOCES

TABLE 6.1.24

DEGREE OBJECTIVES

	Frequency	Percentage
Certificate or 1 Year Diploma	32	13.9
Associate or 2-Year Degree	7	3.0
Bachelor's or 3-Year Degree	1	0.4
Graduate Degree or Equivalent	6	2.6
Vocational Diploma	102	44.2
Professional Certification	83	35.9
No Response	220	-
TOTAL	451	100.0

TABLE 6.1.25

DEGREE OBJECTIVES

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Cert. or 1-Yr. Dip.	5	4.6	0	0	16	11.2	2	1.7	25	9.0	13	1.7	61	4.3
Ass. or 2-Yr. Deg.	79	72.5	0	0	108	75.6	82	70.7	178	64.7	41	5.3	488	34.1
Bach. or 3-Yr. Deg.	17	15.6	0	0	10	7.0	20	17.2	34	12.4	36	4.7	117	8.2
Grad. or Equiv.	1	0.9	18	100.0	1	0.7	4	3.5	19	6.9	300	39.1	343	24.0
Voc. Dip.	0	0	0	0	3	2.1	1	0.9	2	0.7	9	1.2	15	1.0
Pro. Cert.	7	6.4	0	0	5	3.5	7	6.0	17	6.2	369	48.0	405	28.3
No Resp.	32	-	2	-	21	-	18	-	90	-	175	-	338	-
TOTAL	141	100.0	20	100.0	164	100.1	134	100	365	99.9	943	100	1767	

Two of the main objectives of continuing education are an upgrading of an individual's job skills and an improvement of an individual's employment status. Most employed continuing education students use their studies to pursue new skills and new careers. Almost 44.6% of the clients at the colleges and 62% at the BOCES enroll in courses in a different subject area than is represented by their full-time study major (Table VI-26). Ordinarily this change signals a change in occupational objectives.

Further analysis of the data indicates that most of those (64%) who take courses in a different area are between the age of 22 and 28. Almost 58% of those who take courses in a different area are employed. About 28% of those who take non-credit courses take the courses in a different area. Interviews with some of these students indicate that those who are below the age of 28 and women who have entered the job market at a later age take courses in various fields as part-time students because of the scarcity of jobs and also a lack of direction. These adults indicate that there is a great need for adult career counseling and placement services. Continuing education students do not receive sufficient career counseling. Some of the students indicate that the career counseling that is available is very unsophisticated and of inferior quality. Career counselors are perceived by the clients as recruiters for the colleges rather than vocational and career counselors. A regional permanent career counseling service with a team of highly qualified competent counselors who would travel to various locations in the region would help the regional employment patterns immensely. Knowledge of the vocational field, counseling ability and ability at testing and test interpretation are essential for career counselors in this region. The need is acute and professional competence is sorely missing.

At the BOCES 223 (61.9%) of the respondents indicated that they were enrolled in a different subject area while 137 (38.1%) of the respondents indicated to be continuing in the same areas of their past study.

(See Table 6.1.26)

About 10% of the respondents at the colleges and at the BOCES cite a lack of financial resources as reason for discontinuing full-time education. Of these, the largest group is at A.T.C. Employment was given as another major reason for discontinuing full-time study by about 16% at the colleges and 12% at the BOCES.

TABLE 6.1.26

CHANGE IN AREAS OF STUDY

		SAME SUBJECT AREA	DIFFERENT SUBJECT AREA	NO RESPONSE	TOTAL
ATC	F	56	61	24	141
	%	47.9	52.1	-	100.0
CLARKSON	F	6	13	1	20
	%	31.6	68.4	-	100.0
JCC	F	86	63	15	164
	%	57.7	42.3	-	100.0
MATER DEI	F	57	56	21	134
	%	50.4	49.6	-	100.0
NCCC	F	144	148	73	365
	%	49.3	50.7	-	100.0
SUCP	F	519	359	65	943
	%	59.1	40.9	-	100.0
TOTAL	F	868	700	199	1767
	%	55.4	44.6	-	

BOCES

TABLE 6.1.27

REASONS FOR DISCONTINUING FULL-TIME EDUCATION

	Frequency	Percentage
Still Full-Time Student	12	3.9
Lack of Adequate Financial Resources	30	9.7
Poor Academic Record	6	1.9
Serve in Armed Forces	24	7.7
Marriage	24	7.7
Dissatisfaction With School	20	6.4
Other Personal Reasons	23	7.4
Took a Job	36	11.6
Graduated	135	43.6
No Response	141	-
TOTAL	451	99.9

(See also Table 6.1.28)

"Equity of Access" reports that of 20 possible motives to choose from, students in the national survey indicated "general information" (69%) and "occupational development" (48%) as the two most important reasons for participating in continuing education. About 70% of the students at the colleges and about 60% of the students at the BOCES indicated that occupational development was the major reason for their participation in continuing education.

"Social or recreational reasons" was indicated as being important by only about 4% of the respondents. In the national study (Equity of Access), in a multi-choice response 41% of the respondents indicated "hobbies and recreation" as an important reason for participating in continuing education programs.

Interviews and further investigation indicate that the recreational and hobby programs offered by educational

TABLE 6.1.28

REASONS FOR DISCONTINUING FULL-TIME EDUCATION

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Still Full-Time	6	6.9	2	12.5	24	24.5	17	22.1	48	21.2	35	5.3	132	11.3
Lack Fin. Resources	18	20.7	0	0	9	9.2	10	13.0	30	13.3	49	7.4	116	9.9
Poor Acad. Record	2	2.3	0	0	6	6.1	8	10.4	4	1.8	9	1.4	29	2.5
Serve in Armed For.	6	6.9	0	0	13	13.3	6	7.8	21	9.3	6	0.9	52	4.5
Marriage	8	9.2	0	0	12	12.2	5	6.5	27	11.9	44	6.6	96	8.2
Dissat. W/ School	1	1.1	0	0	4	4.1	4	5.2	12	5.3	11	1.7	32	2.7
Other Pers. Reasons	7	8.0	1	6.3	5	5.1	8	10.4	30	13.3	27	4.1	78	6.7
Took A Job	10	11.5	5	31.3	10	10.2	8	10.4	23	10.2	126	19.0	182	15.6
Graduated	29	33.3	8	50.0	15	15.3	11	14.3	31	13.7	356	53.7	450	38.6
No Resp.	54	-	4	-	66	-	57	-	139	-	280	-	600	-
TOTAL	141	99.9	20	100.1	164	100	134	100.1	365	100.0	943	100.1	1767	

institutions are not of the kind which much of the local population is interested in. Most of those persons interviewed indicated that the recreational and hobby programs offered are of very little interest to them. The climatic conditions and the topography of the region lends itself to certain types of activities akin to fishing, skiing, sailing, cross-country skiing and the like which could be made available if sponsored through the physical education department or an office of recreation.

BOCES

TABLE 6.1.29

REASONS FOR PARTICIPATION

	Frequency	Percentage
General Information	74	16.5
Improve or Advance in Job	213	47.5
Get a New Job	55	12.3
Community Activity	1	0.2
Personal or Family Interests	89	19.9
Social or Recreational Interest	16	3.6
No Response	3	-
TOTAL	451	100.0

TABLE 6.1.30

REASONS FOR PARTICIPATION

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Gen. Info.	29	20.6	1	5.3	36	22.0	22	18.0	77	21.9	68	7.4	233	13.6
Improve or Adv. in Job	78	55.3	11	57.9	71	43.3	52	42.6	139	39.5	673	73.4	1024	59.8
Get A New Job	18	12.8	3	15.8	26	15.9	24	19.7	49	13.9	56	6.1	176	10.3
Comm. Activity	1	0.7	4	21.0	7	4.3	5	4.1	1	0.3	15	1.6	33	1.9
Pers. or Fam. Int.	10	7.1	0	0	18	11.0	14	11.5	72	20.5	71	7.7	185	10.8
Soc. or Rec. Int.	5	3.5	0	0	6	3.7	5	4.1	14	4.0	34	3.7	64	3.7
No Resp.	0	-	1	-	0	-	12	-	13	-	26	-	52	-
TOTAL	141	100.0	20	100	164	100.2	134	100	365	100.1	943	99.9	1767	

About 24% of the students at the colleges and 20% of those at the BOCES who take courses with some intention of job advancement indicated that their employer required the courses. Further investigation of this group revealed that almost 81% of the students at the BOCES were financially supported by their employers. Almost none of the respondents in this group at the colleges received any form of financial aid from their employers. Industrial and other employers need to be alerted to developments in programs that encourage allowances for sabbatical leaves or educational cost incentives for employees to go to school. Employer education is needed.

BOCES

TABLE 6.1.31

STUDENT INTEREST IN JOB ADVANCEMENT

	Frequency	Percentage
No, Not For Job Advance	170	42.1
Yes, Employer Requires	79	19.5
Yes, I Feel It Is Necessary	142	35.2
Yes, To Take Licensing Exam	13	3.2
No Response	47	-
TOTAL	451	100.0

TABLE 6.1.32

STUDENT INTEREST IN JOB ADVANCEMENT

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
No, Not For Job Adv.	42	34.1	2	12.5	53	36.1	51	44.4	161	52.6	238	28.1	547	35.2
Yes, Emp. Requires	4	3.3	1	6.2	1	0.7	4	3.5	7	2.3	351	41.4	368	23.7
Yes, I Feel It Is Nec.	70	56.9	13	81.3	84	57.1	45	39.1	112	36.6	241	28.5	565	36.4
Yes, To Take Lic. Exam	7	5.7	0	0	9	6.1	15	13.0	26	8.5	17	2.0	74	4.8
No Resp.	18	-	4	-	17	-	19	-	59	-	96	-	213	-
TOTAL	141	100	20	100.0	164	100	274	100.0	365	100.0	943	100.0	1767	

TABLE 6.1.33

RETRAINING AND UPGRADING SKILLS

		UPGRADING CURRENT SKILLS	RETRAINING IN NEW AREA	NO RESPONSE	TOTAL
ATC	F	68	40	33	141
	%	63.0	37.0	-	100.0
CLARKSON	F	9	7	4	20
	%	56.3	43.8	-	100.1
JCC	F	68	49	47	164
	%	58.1	41.9	-	100.0
MATER DEI	F	51	41	42	134
	%	55.4	44.6	-	100.0
NCCC	F	117	125	123	365
	%	48.3	51.7	-	100.0
SUCP	F	549	153	241	943
	%	78.2	21.8	-	100.0
TOTAL	F	862	415	490	1767
	%	67.5	32.5	-	

At the BOCES 183 (54.9%) of the respondents indicated that the purpose of their study was to upgrade current skills and 150 (45.1%) indicated their purpose was to retrain into new skills.

The occupational objectives indicated by the students is well spread out. The trades dominate at the BOCES (44%). At the colleges, student objectives reflect the program goals.

BOCES

TABLE 6.1.34

OCCUPATIONAL OBJECTIVES

	Frequency	Percentage
Professional/Technical	49	15.6
Professional/Non-Technical	12	3.8
Managerial/Administrative	12	3.8
Clerical	43	13.7
Sales	4	1.3
Trades	137	43.5
Education	6	1.9
Health Services	11	3.5
Fireman, Guard, Policeman	41	13.0
Other	0	0
No Response	136	-
TOTAL	451	100.1

TABLE 6.1.35

OCCUPATIONAL OBJECTIVES

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Prof./Technical	23	22.3	4	26.7	36	27.9	27	27.0	47	18.4	56	12.2	193	18.2
Prof./Non-Technical	18	17.5	0	0	9	7.0	17	17.0	20	7.8	31	6.8	95	9.0
Managerial/ Adm.	17	16.5	11	73.3	41	31.8	2	2.0	41	16.1	30	6.1	142	13.4
Clerical	6	5.8	0	0	3	2.3	0	0	13	5.6	0	0	22	2.1
Sales	3	2.9	0	0	5	3.9	2	2.0	2	0.8	0	0	12	1.1
Trades	1	1.0	0	0	5	3.9	1	1.0	2	0.8	2	0.4	11	1.0
Education	2	1.9	0	0	7	5.4	16	16.0	34	13.3	307	66.9	366	34.5
Health Services	18	17.5	0	0	13	10.1	29	29.0	58	22.7	4	0.8	122	11.5
Fireman, Guard, Policeman	5	4.9	0	0	2	1.6	1	1.0	9	3.5	2	0.4	19	1.8
Other	10	9.7	0	0	8	6.2	5	5.0	29	11.4	27	5.9	79	7.4
No Response	38	-	5	-	35	-	34	-	110	-	484	-	706	-
TOTAL	141	100.0	20	100.0	164	100.1	134	100.0	365	99.9	943	99.9	1767	

Barely 4% of the clientele at the colleges and 1% at the BOCES obtained financial aid or subsidy through the educational institutions.

Private employers' and veterans' subsidies are indicated as financial sources for most students who obtain financial aid.

At the colleges 35.9% of the respondents indicated that they were obtaining some form of reimbursement while at the BOCES 77.0% of the respondents indicated obtaining reimbursement for their educational expenses.

BOCES

TABLE 6.1.36

SOURCES OF REIMBURSEMENT FOR COURSES TAKEN

	Frequency	Percentage
Government Employer	3	2.7
Private Employer	63	57.8
State Agency	5	4.6
Federal Agency	4	3.7
Financial Aid or Subsidy From Institution	3	2.7
Veteran's Subsidy	23	21.1
Other	8	7.3
No Response	342	-
TOTAL	451	99.9

TABLE 6.1.37

SOURCES OF REIMBURSEMENT FOR COURSES TAKEN

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Government	9	14.8	1	7.7	5	7.5	6	9.8	5	3.7	40	16.2	66	11.3
Private Employer	13	21.3	9	69.2	10	14.9	2	3.3	17	12.7	69	27.9	120	20.6
State Agency	13	21.3	0	0	6	9.0	17	27.9	16	11.9	26	10.5	78	13.4
Federal Agency	8	13.1	0	0	3	4.4	13	21.3	8	6.0	6	2.4	38	6.5
Financial Aid or Subsidy from Inst.	2	3.3	0	0	9	13.4	7	11.5	14	10.4	30	12.1	62	10.6
Veterans' Subsidy	16	26.2	2	15.4	31	46.3	9	14.8	60	44.8	28	11.3	146	25.0
Other	0	0	1	7.7	3	4.4	7	11.5	14	10.4	48	19.4	73	12.5
No Response	80	-	7	-	97	-	73	-	231	-	696	-	1184	-
TOTAL	141	100.0	20	100.0	164	99.9	134	100.1	365	99.9	943	99.8	1767	

61% at the colleges and 47% at the BOCES indicated that they would take more courses if the cost of the courses was less.

About 65% of the present clientele at the colleges and 84% of the clientele at the BOCES indicate that "Evening" is the most desirable time for attending classes. It might be useful to remark that would-be-learners indicate several other options as shown in the survey of other sub-groups.

46.4% of the clientele at the colleges and 32% at the BOCES gave closeness to home as the main reason for choosing their educational institutions. 52% at the BOCES and 31.6% at the colleges gave "only institution offering the course" as the reason for their choice of institution. It is evident from the responses that the two main reasons for the choice of particular institutions are the factors of distance to travel and the uniqueness of the programs offered.

At the national level, one quarter of the participants in Adult Continuing Education are identified as "professionals/technicians" (Equity of Access). The type of employment of the clientele at the colleges, however, is fairly well distributed through all the categories with two exceptions.

Because of the nature of the institutions, 69.1% of the clientele at S.U.C.P. are in education and 31% of the clientele at the BOCES are in the Trades.

(See Tables 6.1.38 and 6.1.39)

Only 21% of the respondents at the colleges and 5.8% at the BOCES are in agriculture. At the BOCES the manufacturing trades represent 39.2% while at the colleges the highest represented group comes from the professional services (55.6%).

BOCES

TABLE 6.1.38

TYPE OF EMPLOYMENT

	Frequency	Percentage
Professional/Technical	49	11.3
Professional/Non-Technical	19	4.4
Managerial/Administrative	12	2.8
Clerical	66	15.2
Sales	17	3.9
Trades	140	32.3
Education	27	6.2
Health Services	17	3.9
Fireman, Guard, Policeman	2	0.5
Other	85	19.6
No Response	17	-
TOTAL	451	100.1

TABLE 6.1.39

TYPE OF EMPLOYMENT

	ATC		CLARKSON		JCC		MATER DEI		NCCC		SUCP		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Professional/ Technical	26	18.4	8	42.1	26	15.9	9	8.1	41	12.3	58	6.2	168	9.8
Professional/ Non-Technical	12	8.5	0	0	10	6.1	11	9.9	23	6.9	59	6.3	115	6.7
Managerial/ Administrative	15	10.6	11	57.9	21	12.8	8	7.2	22	6.6	33	3.5	110	6.4
Clerical	25	17.7	0	0	23	14.0	9	8.1	55	16.5	30	3.2	142	8.3
Sales	8	5.7	0	0	15	9.1	7	6.3	23	6.9	14	1.5	67	3.9
Trades	4	2.8	0	0	8	4.9	3	2.7	23	6.9	7	0.7	45	2.6
Education	12	8.5	0	0	9	5.5	16	14.4	16	4.8	652	69.1	705	41.2
Health Services	14	9.9	0	0	10	6.1	25	22.5	35	10.5	22	2.3	106	6.2
Fireman, Guard, Policeman	10	7.1	0	0	4	2.4	2	1.8	10	3.0	22	2.3	48	2.8
Other	15	10.6	0	0	38	23.2	21	18.9	86	25.7	46	4.9	206	12.0
No Response	0	-	1	-	0	-	23	-	31	-	0	-	55	-
TOTAL	141	99.8	20	100.0	164	100.0	134	99.9	365	100.1	943	100.0	1767	

CHAPTER 7. SURVEY OF POPULATION AND SUB GROUPS

7.1 TELEPHONE INTERVIEW........................215

7.2 SURVEY OF SMALL BUSINESS MANAGEMENT.......233

7.3 THE EDUCATORS..............................240

7.3.1 CONTINUING EDUCATION FOR TEACHERS (GENERAL DATA)...........................240

7.3.1.1 Total Numbers of Teachers.................240

7.3.1.2 Satisfaction of Certification Requirements.............................241

7.3.1.3 Salary Schedules..........................246

7.3.2 CONTINUING EDUCATION FOR EDUCATORS (SURVEY)...................................247

7.4 HEALTH SERVICES...........................259

7.4.1 SURVEY OF HEALTH INSTITUTIONS.............259

7.4.2 HEALTH SERVICES EMPLOYEES.................264

7.5 SURVEY OF THE EDUCATIONAL NEEDS OF FORT DRUM.................................272

7.6 SURVEY OF RURAL WOMEN.....................285

7.7 SURVEY OF LIBRARIES AND LIBRARIANS........311

7.8 INDUSTRIAL SURVEY.........................321

7.8.1 SURVEY OF INDUSTRIAL NEEDS................321

7.8.2 SURVEY OF INDUSTRIAL EMPLOYEES............344

CHAPTER 7. SURVEY OF POPULATION AND SUB GROUPS

7.1 TELEPHONE INTERVIEW

One of the stated objectives of the project is to gather information about the educational needs of potential part-time adult students. That is, all of the other surveys contacted specific sub-populations. None of the other surveys sampled the general public.

It was decided that a telephone interview aimed at gathering relevant data with a short, structured interview schedule, would best accomplish this task. An interview was designed and a pilot study of about 30 telephone calls was carried out by the project staff in order to further refine the questionnaire. Upon completion of the interview instrument, a group of interviewers was selected and a short training session was held to familiarize them with the process of conducting interviews. Using approved scientific methods, a random sample of 100 telephone numbers was drawn for each of nine villages and cities in the region. In order to avoid the expense of long distance phone calls, the interviewers travelled from village to village using telephones made available by educational institutions.

In order to obtain a fair sample of the various segments of the population of the region a stratified sample was drawn. Eight towns and villages were chosen according to specific interests.

1. Watertown: A city with a large population. County capital with Fort Drum nearby, a community college and BOCES.
2. Saranac Lake: A small village with tourist trade, outdoor recreation, resort economy and a community college situated in the Adirondack Mountains.
3. Potsdam: A small village with two graduate-level colleges, and a large proportion of a formally educated population.
4. Paul Smith's: A small village with a private two-year college, lumbering, forestry and a rural community situated in the Adirondacks.
5. Massena: An exclusively industrial town little influenced by the colleges.
6. Lowville: A rural community in a predominantly agricultural community.

7. Gouverneur: A rural village with some talc and other mines.

8. Canton: County Seat, a village with two colleges and a center for banking activities.

In each of the towns 100 telephone numbers were drawn. Thus, about 800 telephone numbers were listed for interview. Some interviewees refused to respond, some responded to some questions, but most responded to most of the questions.

Of the respondents, about 15% indicated that they were now taking courses. Eighty-five percent of the population was not so enrolled during the period of the survey. In fact, Potsdam which is a college town reports only 12.5% of the local population that was taking any kind of courses. Only 19% of the total respondents had taken any courses during the last 2 years. These statistics are in contrast to a study undertaken by the Beeker Research Corp. for the Massachusets State College System called "The Market for Continuing Education in Massachusets". The conclusion was reached that the prime market for continuing education among adults 18 years or older was 9% of the adult population and an additional 14% was listed as having medium potential. The study by Dr. George Nolfi and Valerie Nelson "Strengthening the Alternative Post-Secondary Education System: Continuing and Part-Time Study in Massachusetts"(1973) estimates that the prime market for continuing education for adults was anywhere from 13% to 25% of the adult population. The best estimates of total population to be served as of June 1974 estimates the post-secondary learning audience for the age group of 20-55 as 33.3% for 1975*.

TABLE 7.1.1

CURRENT PARTICIPATION RATE

Place — Question-Are you in school now?	Yes	No
Canton	29	64
Gouverneur	19	73
Lowville	6	76

TABLE 7.1.1 continued on next page-

---

*New York State Office of Planning Services. Demographic Projections, Albany, N.Y., 1974.

TABLE 7.1.1 CURRENT PARTICIPATION RATE-continued:

PLACE	YES	NO
Massena	9	79
Paul Smith's	10	64
Potsdam	10	70
Saranac Lake	4	40
Watertown	4	59
Percentage	14.8%	85.2%
Total	91	525

TABLE 7.1.2

PAST PARTICIPATION RATE

Question: With the past two years, have you been enrolled in any kind of educational course or program especially set up for adults?

PLACE	YES	NO
Canton	25	62
Gouverneur	10	58
Lowville	11	70
Massena	19	68
Paul Smith's	21	51
Potsdam	10	70
Saranac Lake	6	38
Watertown	6	31
Percentage	19.4%	80.6%
Total	108	448

The verbal responses to a question (3), which asked which courses the respondents had been enrolled in, can be summarized as follows.

CANTON: Most respondents had been very pleased with courses in woodworking, welding and leisure activities like dancing. A.T.C. and BOCES are the only two schools mentioned as sponsors.

MASSENA: The only institution that was attended was BOCES. The most popular courses were carpentry, furniture repair, and nursing.

PAUL SMITH'S: The adult education courses attended by the clients here were mainly in physical education (swimming and slimnastics).N.C.C.C.

POTSDAM: The presence of two colleges does not reflect any impact on this sample of general population. Most respondents reported to have attended adult education courses at A.T.C. and BOCES at Norwood. The most popular courses named included typing and hairdressing at BOCES and business courses at A.T.C.

LOWVILLE: Nursing programs, repair courses and psychology courses at BOCES seem to have been the most popular with those interviewed.

SARANAC LAKE: Physical education, craft courses and nursing were reported as most popular by those interviewed.

Several business courses and some art courses were reported as most popular by those sampled in Watertown.

In general, A.T.C., the BOCES and N.C.C.C. were the educational institutions mentioned most often, except for the psychology courses taken at BOCES mentioned during the interviews. The courses and programs most often mentioned were mainly vocational, occupational and physical education courses as best liked and as best enjoyed.

The percentage of persons who are enrolled in some form of coursework specifically designed for adults is, expectedly, somewhat higher than the 15% which is limited to school based coursework.

TABLE 7.1.3

GENERAL COURSE ENROLLMENT

PLACE	YES	NO
Canton	6	42
Gouverneur	9	18
Lowville	9	45
Massena	21	36
Paul Smith's	9	30
Potsdam	6	75
Saranac Lake	0	12
Watertown	9	6
Percentage	20.7	79.3
Total	69	264

The responses to a question about the courses the adults were enrolled did not form a generalizable pattern.

Fifty percent of the respondents indicated that they were employed and that continuing education programs had been helpful in their jobs. As indicated on the student questionnaires, job related and occupational programs have been the most popular among clients.

TABLE 7.1.4

ASSISTANCE IN EMPLOYMENT OBJECTIVES

PLACE	YES	NO
Canton	27	24
Gouverneur	21	12
Lowville	45	30

Table 7.1.4. continued on next page-

TABLE 7.1.4-continued:

PLACE	YES	NO
Massena	84	39
Paul Smith's	21	21
Potsdam	14	80
Saranac Lake	6	12
Watertown	12	12
Percentage	50%	50%
Total	230	230

About 19% of the respondents indicated that they had participated in special training programs related to work. About one half of these were either through the labor unions or the industries. Most of the respondents who are employed and did not participate in special training programs indicated that they would like to have more programs designed for them. Those who were working in agri-business indicated that programs offered by educational institutions do not meet their practical needs and are too removed from the real world of work.

TABLE 7.1.5

DESIRE FOR JOB RELATED COURSES

PLACE	YES	NO
Canton	13	42
Gouverneur	9	36
Lowville	11	58
Massena	26	44
Paul Smith's	8	33
Potsdam	2	56
Saranac Lake	4	36

Continued on next page:

TABLE 7.1.5 continued:

PLACE	YES	NO
Watertown	7	30
Percentage	19.3%	80.7%
Total	80	335

On the job training programs related to present work that were sought were cited as follows:

Gouverneur -	Potsdam Workshops-study council Learning disability program Practical nursing Insurance courses Agway burner service Dental Assistant
Canton-	Head start St. Lawrence Unversity library training In-service nursing Welding courses Sex education course(taught in another community) Parent-teacher effectiveness Alcohol, body language, needs of people
Lowville-	Sex education Medical training Teacher Training seminars Further nursing programs Tax Laws Niagara-Mohawk Training
Massena-	Geriatric nursing Accounting Electrical General Business Welding Management Industrial Safety
Potsdam-	Welding and machine set up
Paul Smith's-	Albany insurance Homemaking Mayo Clinic-6 week course research technician Business training Nurses aid

Saranac Lake- General Hospital Training Program
Welding course
Hospital Administration

Watertown - Niagara-Mohawk training program
Beautician
Merchandising
Drafting courses
Personnel management

There does appear to be a high level of interest on the part of the persons interviewed to have further education. Forty percent of the respondents were able to make areas of study which held interest for them.

TABLE 7.1.6

PLACE	YES	NO
Canton	22	36
Gouverneur	28	26
Lowville	28	47
Massena	36	51
Paul Smith's	18	18
Potsdam	18	35
Saranac Lake	12	25
Watertown	11	22
Percentages	40%	60%
Total	173	260

The interviewees showed interest in the following subject areas:

Gouverneur - Cosmetology
Nursing
Insurance
Family Life
Secretarial
Crafts
Geology
Blueprint
Child Care
Reading
Business
Sewing and Homemaking
Library Sciences
Crop Management
Physician's Assistant.

Canton-
- Secretarial
- Ball Room dancing
- Home Management
- Yoga
- Physical Ed.
- Knitting
- Upholstery
- Nursing
- Family Planning
- Technical courses
- Carpentry
- Pre-Cana
- Music
- Art

Lowville-
- Consumerism
- Auto Mech.
- Upholstery
- First Aid
- Cheese Making
- Wine Making
- Bridge
- Cosmetology
- Welding
- Business

Massena-
- Physiology
- Crafts
- Business
- Economy
- Italian
- Swimming
- Welding
- Woodworking
- Teaching
- Nursing
- Slimnastics

Potsdam-
- Welding
- Gardening
- Quilting
- Painting
- Belly Dancing
- Dancing
- Ball-room Dancing
- Secretarial
- Accounting
- Yoga

Paul Smith's-
- Art
- Botany
- Ectomology
- Typing
- Algebra
- Medical Terminology
- Children's Education
- Transcendental Meditation
- Yoga
- Slimnastics

Saranac Lake-
- Accounting
- Social Studies
- History
- Liberal Arts
- Yoga
- Belly Dancing
- Furniture Refinishing
- Cake Decorating
- Graduate Level German
- Repair
- Transcendental Meditation

Watertown-
- Nursing
- Business Courses
- Crafts
- Cooking
- Gardening
- Carpentry
- Mechanics
- Science
- Transcendental Meditation
- Slimnastics
- Nutrition
- Pre-natal Care
- Yoga
- Belly Dancing

The findings of the survey of continuing education students is reinforced by the data in this survey. Almost 34% of the respondents take courses to advance in a job, and another 13% want to get a new job bringing the total to 47% who take courses for job related reasons.

TABLE 7.1.7

MOTIVATION FOR CONTINUING EDUCATION

	General Information	Get a New Job	Improve or Advance in Job	Community Activity	Personal or Family Interests	Social or Recreational interests
Canton	1	14	17	1	13	7
Gouverneur	13	8	20	0	4	1
Lowville	22	5	29	0	10	10
Massena	16	8	25	3	10	6
Paul Smiths	4	2	29	3	21	3
Potsdam	50	21	23	3	5	8
Saranac Lake	23	3	16	0	1	4
Watertown	20	5	18	0	10	7
Percentages	28.5	12.6	33.9	1.9	14.2	8.8
Totals	149	66	177	10	74	46

Among the respondents, 30% indicated that they would be interested in taking courses toward a degree or diploma. This statistic verifies to some extent, the earlier State Education Department and Office of Planning estimates that about a third of the adult population between the age of 20-55 are potential learners.

TABLE 7.1.8

INTEREST IN DEGREES, DIPLOMAS AND CERTIFICATES

Question: Would you be interested in taking courses toward a diploma, degree or certificate?

PLACE	YES	NO
Canton	17	2
Gouverneur	9	30
Lowville	6	52
Massena	21	38
Paul Smith's	11	27
Potsdam	23	40
Saranac Lake	6	28
Watertown	9	22
Percentages	29.9	70.1
Total	102	239

Some of the interviewees are interested in taking courses toward a diploma, degree or certificate in the following subject areas:

Gouverneur-	Broker's License Accounting	X-Ray Technology Medical Problems
Canton-	Education Business	Bachelor of Nursing Cosmetology
Lowville-	Business Nursing Mathematics	Education Physical Education
Massena-	Physical Therapy Speech Training Transmission Specialist Accounting Religion	Psychology Carpentry Washer/Dryer Repair Welding Liberal Arts

Potsdam- Nursing Bachelors In Accounting
Cosmetology Bachelor Of Arts In History

Paul Smith's- Accounting Nursing
Forestry Secretarial
Management Art

Saranac Lake- Business High School Diploma
Nursing

Watertown- Business(2) Science
Nursing Bachelor of Art in Art

About 64% of the respondents indicated that they thought the schools offered the kind of courses they were interested in.

TABLE 7.1.9

AVAILABILITY OF COURSES

PLACE	YES	NO
Canton	40	13
Gouverneur	22	19
Lowville	19	23
Massena	28	27
Paul Smith's	24	10
Potsdam	51	5
Saranac Lake	8	24
Watertown	20	6
Percentages	63.7	36.3
Total	212	121

The following courses are not offered in the particular area of the indicated town, but the interviewees would like them to be.

Canton- More detailed home financing, cooking, and canning.
Masters in Physical Education.

Canton-cont'd-		
	More variety in Secretarial crs.	
	Architecture	
	Anthropology	on graduate level
	Astronomy	
	Medicine	
	Marriage Counseling	
	Slimnastics	
Lowville-	Human Development	Post High-School
	Consumerism	Electric Wiring for Homes
	Upholstering	Nutrition and Child Care
	Advanced Acting	
Massena-	Acting	Speech Training
	Business	M.S. in Divinity
	Psychology	Liberal Arts
	Welding	Slimnastics
Potsdam-	Modeling-Slimnastics	More Variety in M.S. Programs
	Prevention of Heart Disease	Physical Education
Paul Smith's-		
	Accounting	Environmental Sciences
	Management	Health Services
	Secretarial	Slimnastics
Saranac Lake-		
	Ceramics	Oil Painting
	Woodworking	Sketching, Charcoal
	Prevention of Heart Disease	
Watertown-	Sewing	Swimming
	Accounting	Slimnastics
	Practical Nursing	Physical Education
	Art	

Thirty seven percent of the respondents indicated that lack of time was the main reason for their not participating in continuing education programs. Twenty four percent of the respondents also indicated that distance travelled was a major reason for not participating. Further questioning of some of the respondents indicated that they would attend more short courses and conferences held at locations away from the main campuses.

TABLE 7.1.10

REASONS FOR NON-PARTICIPATION

	Distance to Travel	Registration Requirements	Cost	Time of Day Programs are Offered	Lack of Spare Time
Canton	13	1	23	9	17
Gouverneur	27	3	12	15	39
Lowville	33	6	12	18	48
Massena	17	7	13	6	35
Paul Smith's	14	0	9	8	12
Potsdam	17	0	22	19	30
Saranac Lake	6	0	2	22	22
Watertown	18	0	14	14	20
Percentages	24.0	2.8	17.7	18.4	37.0
Total	145	17	107	111	223

Among the respondents only about 18% reported to have watched or listened to a television course or radio course. Some further investigations reveal that one major reason for their not finding radio and T.V. courses interesting, is the lack of reinforcement in terms of grades, compliments and comments from a teacher. Investigation also shows that almost 70% of those who reported to be viewing T.V. or listening to radio for educational purposes either have a college degree, or almost have a college education, or are already enrolled in educational programs. Those who have not had a high school level education do not use television or radio for self education. Those who need education most do not use the available resources or opportunities.

TABLE 7.1.11

TELEVISION AND RADIO UTILIZATION FOR EDUCATIONAL PURPOSES

PLACE	YES	NO
Canton	11	42
Gouverneur	4	44
Lowville	11	66
Massena	24	36
Paul Smith's	5	34
Potsdam	11	69
Saranac Lake	5	30
Watertown	5	27
Percentages	17.9	82.1
Total	76	348

The following radio and T.V. courses have been watched by interested interviewees in the indicated towns.

Gouverneur-	Summer Semester ETV Media Course	University of Air Canada-Syracuse Ed. Station
Canton-	T.V. Utilization ETV Programs German and Physics French on the radio Sesame Street	Frontiers of Knowledge-Science, Literature Nursing Education-Albany Film Making Course
Massena-	History French Calculus Sociology Undergraduate Classes	Psychology Foreign Language Neurology Anthropology Sociology
Potsdam-	English-Canadian, T.V.	Sociology Spanish

Potsdam- (cont'd)
Biology
History
Computer Science
Drivers Education
Cooking

Paul Smith's-
Music
American History
French

Saranac Lake-
Cooking
Mathematics
Political Science
Music

Watertown-
Cooking
English
Science
French
Business Management

The interviewees expressed interest in seeing the following courses presented on T.V. or Radio.

Gouverneur-
Accounting, for home and small business
Geology
Reading, Spelling and Math
Sewing and Cooking
Nursing
Economics
Agriculture
Slimnastics-Nutrition

Canton-
Cooking
History
English
Math and History
English
Nursing
Introduction to Psychology
Drug Information
Community Mental Health
Interior Decorating
Modern Math-Metric System
Physical Exercise and dieting

Massena-
Accounting
Electrical Company
Current Events
Fix-It
Computer
Religion
Mathematics for Industry
Literature
Music
Exercise
Gardening, vegetable gardening

Saranac Lake-
Sewing
Cooking-with nutritional info.
Spanish
Social Studies
German
Craft
Civil War and Adirondack History
French, speaking
Antiques, sales, care and Marketing
Physical Exercise

Watertown-
Nursing
Human Relations
Homemaker
History
Income Tax Accountant
Swimming-Slimnastics

Paul Smith's-
Art
Antiques
Psychology
Interior Decorating

Paul Smith's-	Botany	Mathematics and Science
	Ectomology	Family inter-relationships for young people (social services)
	Construction	Secretarial
	Slimnastics	Children's Educational Programs
	Cooking	Creative Arts
	First Aid	High School Equivalency Program
	Languages	Sewing
	Medical Programs	
	History	
	Gardening	

TABLE 7.1.12

FAMILIARITY WITH THE "NIGHT LIFE" BROCHURE

PLACE	YES	NO
Canton	25	31
Gouverneur	14	32
Lowville	0	78
Massena	9	42
Paul Smith's	8	32
Potsdam	23	49
Saranac Lake	10	26
Watertown	10	24
Percentage	24.0	76.1
Total	99	314

Of the general population, 24% indicated that they were familiar with 'Night Life', the regional publication that advertises the continuing education programs. Among those who indicated that they were familiar with that publication were mostly those who were formally educated, or were currently enrolled in programs. The not-so-formally educated, and those who needed the information most did not indicate familiarity or usefulness with respect to "Night-Life." The fact that almost a fourth of the respondents indicated that they were familiar with the journal speaks well for a publication that is mailed to every household in the region.

Fifty-six percent of those who indicated a familiarity with the Night Life considered it to be a useful means of informing the public.

TABLE 7.1.13

USEFULNESS OF NIGHT LIFE TO THOSE WHO WERE FAMILIAR WITH IT

PLACE	YES	NO
Canton	16	8
Gouverneur	3	11
Lowville	0	0
Massena	6	5
Paul Smith's	5	3
Potsdam	16	10
Saranac Lake	7	2
Watertown	4	6
Percentage	55.9	44.1
Total	57	45

7.2 SURVEY OF SMALL BUSINESS MANAGEMENT

An important sub-population that would appear to be a viable market for further education is found in small businesses. Most stores, shops and commercial outlets do not operate with access to staff training opportunities. Indeed, the majority of these enterprises consists of staffs with fewer than six employees.

Eight locations with concentrations of small businesses were chosen for analysis. These locations coincided with some of the larger population centers: Canton, Potsdam, Malone, Lowville, Massena, Saranac Lake, Ogdensburg and Watertown.

An introductory letter was sent to a random sample of the small business community (See Appendix). This letter explained the study and provided a listing of areas of study of probable interest. The classification was adapted from a typology developed at Cornell University by Dr. Helen Veres. The sampling averaged approximately 25 completed contacts at each location (200 total). There was an unusually positive response to the request for an interview, though each respondent did not answer every question.

Subsequently, a telephone interviewer contacted the proprietor one week later. Utilizing the structured interview schedule appended, information was solicited on the perceived educational needs of that enterprise.

In response to the first question, it was found that only 4 of the 177 respondents were enrolled in any course designed to assist them as a businessman. It was further learned that over a five-year period only 50 (27.2%) of the respondents had taken any continuing education courses to improve their business operations. 134 (72.8%) had not been so enrolled. The respondents who had taken such courses reported their participation as follows:

Canton -	Through John Deere - specifically on their own merchandise - also a management course
	Drug courses at home through Kinney Drug Store
	Accounting, financial statements, correspondence through Dunn and Bradstreet
	Special courses in banking
	3-day course in lubrication machines in Syracuse through A.T.C.

Malone -	Brewery courses - St. Louis
	Taxation and practical law institute
	Medical Emergency Techniques - N.C.C.C.
	Continuing Education in CPA work
	Ford Motor Company - Rochester
Massena -	Management - A.T.C.
	Drugs - S.U.C.P.
Potsdam -	Auto Maintenance at A.T.C.
	Pharmacy through University of Buffalo
Ogdensburg -	Law courses out of N.Y.
	CPA - Syracuse, Miami
	Banking - West Point
	Counseling - Syracuse
Watertown -	Basic Flight School
	Pharmacy Courses - Albany College of Pharmacy
	Reading Improvement - A.T.C.
	Sales, Refrigeration, Tax course - A.T.C.
	PCMI - through Ogdensburg Bottlers
Saranac Lake -	Special courses in banking - Banking Institute
	Merchandising and marketing through John Deere

Interestingly, of the 200 businessmen interviewed, A.T.C. was noted several times as the origin of the course they enrolled in. No other college or educational institution was mentioned more than once.

The low participation in the education rate of the small business community does not seem to be fully attributable to a lack of interest. When asked whether the listing of courses provided in the introductory letter contained any subjects the respondents wished to study, considerable interest was discovered. 164 responded as being interested. Only 33 were not interested. The courses selected were:

Canton -	Merchandising
	Advertising
	Business Management, Retailing
	Accounting
	Retail Merchandising
	Salesmanship Principles
	Bank Related Loans
	Advanced subjects in Insurance
Lowville -	Accounting
	Bookkeeping
	Marketing
	Restaurant Management
	Tax Accounting
Malone -	Accounting
	Hot Restaurant Management
	Business Administration
	Labor Economics
	Labor Relations
	Personnel Management
	Investments
	Business Management
	Insurance
Massena -	Economics
	Hotel - Motel Management
Potsdam -	Investments
	Securities
	Marketing
	Personnel Management
Ogdensburg -	Business Organization and Management
	Business Law
	Office Management
	Insurance and Risk
	Labor and Industrial Relations
	Purchasing
Watertown -	French
	Tax Accounting
	Investments and Securities
	Personnel Management
	Small Business Management
	Bookkeeping

Saranac Lake - Accounting
Business Law
Investments
Insurance
Small Business Management
Purchasing

Respondents across the eight locations were quite consistent in describing their reasons for their interest in courses they are taking or wish to take. About 80% of the businessmen indicated an interest in job-oriented programs. In order of priority, they reacted as follows:

Increased knowledge of Business Administration	40.8%	(125)
Increased productivity	38.6%	(118)
General information	10.1%	(31)
Personal or family interest	8.5%	(26)
Community activity	1.0%	(6)

When asked whether there were specific topics that they would like to know more about, but were not on the listing supplied, 37% (63) indicated that such topics were present while 63% (108) had not thought about any. Those that were identified were:

Canton - Safety - OSHA Program at Clarkson
Business Law, Pharmacy & Biological Injectables
Inter-personal Relationships
Civil Engineering Night
Metric System

Malone - Scuba Diving
Law Changes in Liquor Industry
Personal Interests in Adirondack History
Crafts
Electronics
Medicine and Languages (Graduate)
Law
Medicine
Consumer Orientation
Decorating
Painting
Pottery
Insurance
Public Relations
Accounting Depreciation
Monument Business
Advanced Photography

Massena - Profit Analysis

Potsdam - Advanced Wines (History)
Business Management
Hospital Administration
Interior Decorating and Design

Ogdensburg - First Aid
Safety in Construction
Policy Reading
Pharmacy
Tax Accounting (Advanced)
Language
Law

Lowville - First Aid
Consumer Protection
Metric Systems

Saranac Lake - Tax Accounting
Safety Construction
Skiing
Tourism
Hotel Management

Interest in obtaining degrees, diplomas or other certificates was negligible. 171 (89%) persons did not have any formal degree objective. 20 (11%) respondents did. Those interviewees who were interested in a formal objective cited as programs the following:

Ecomonics
Business Administration
Property and Casualty Insurance
Hospital Administration
Accounting
Law
Industrial Relations

Most of the respondents from the business community believe that the educational institutions do not offer programs that suit their needs. Further questioning indicates that the business community does not believe that the educational institutions are interested in the business community. Most of the businessmen who were willing to discuss this topic further indicated that they believed that the educational institutions approached them often for financial gifts but reciprocal services were not extended to them often enough. When asked whether the schools or extension centers near them offered the courses they sought, 174 respondents answered "No". Only 19 said "Yes". Canton was the only village in which responses were somewhat different (17-No, 8-Yes). When asked about courses that they would like to see offered, the responses given were:

Malone -	Very technical courses
	Law for Personal Use
	Taxation
	Monument Business
	Report Writing
	Retail Store Management
	Employee Development
Potsdam -	Hospital Administration
	Banking and Finance
Ogdensburg -	Automotive courses
	Pharmacy
	Counseling courses
	Auditing
	Accounting and Law
	Labor Economics
	Business Machines
Watertown -	Law
	Finance
	Small Business Management
	Bookkeeping
	Retail Store Management
	Payroll Accounting
	Tax Accounting
	Purchasing
	Business Machines
	Business Correspondence
Lowville -	Automotive courses
	First Aid
	Cross Country Skiing
Saranac Lake -	Agricultural Business
	Cheesemaking
	Wine Making

The reasons that were given by the businessmen for not taking advantage of programs in the past were:

Distance to travel	31
Registration Requirements	2
Cost	3
Time of day programs are offered	106
Lack of spare time	13
Not relevant programs	130

Of the 360 respondents, only 48 (13.3%) reported themselves as having watched or listened to educational programs on television or radio. Asked for suggestions for courses to be offered through the media, the courses noted were:

Canton - French
Crime Laws
Languages
Business

Malone - Arts, Humanities, Adirondack and Regional History
Hotel and Restaurant Management
Real Estate
Retailing (if done well, it's not done well around here)
Community activity program
Medicine
Insurance

Massena - Real Estate Accounting
Pharmacy
Home Economics
Personal Experience
Warehousing

Potsdam - Languages

Ogdensburg - Aviation
History
Economics
Management
Home Remodeling
Law
Auditing of advanced courses

Lowville - Nutrition
Home Economics
Child Health Care
Preventive Dental Hygiene

Saranac Lake - Tourism
Winter Sports for Tourists
Fish Conservation

Almost 80% of the respondents indicated familiarity with the journal "Night Life" and also thought that it was useful to them.

7.3 THE EDUCATORS

7.3.1 CONTINUING EDUCATION FOR TEACHERS (GENERAL DATA)

Two institutions of higher education, S.U.C.P. and St. Lawrence University, rely heavily upon area elementary, middle, junior and senior high school teachers as the audience for their graduate programs. Thus, any review of continuing education needs must consider the potential clientele originating in area school districts.

One can make the case that teachers should always be continuing their education to keep their teaching vital and up to date. But, in many ways, the participation rates of teachers in further education is driven less by philosophical arguments than by practical forces which either require or encourage enrollment in graduate level coursework. Briefly noted the three primary forces are:

1.) Total Numbers. The total "pool" of educators greatly influences the size of the potential group of educators interested in education generally.

2.) Certification Requirements. Certification requirements that necessitate a minimum number of graduate credit hours (usually 30) for a teacher to gain entry into a position or to secure permanent certification in any of the professional positions in a school system forces teachers to engage in further coursework.

3.) Salary Schedules. Salary schedules provide positive incentives for teachers to accumulate up to 60 hours beyond the bachelor's degree.

It is beyond the scope of this study to produce a total, regionwide, educational manpower system such as that now being experimentally developed at the state level through the Information Center on Education of the New York State Education Department. It is intended that sufficient data of a marketing nature can be displayed herein that key policymakers can evaluate trends which will affect the future productivity of graduate programs as a basis for their decisions.

7.3.1.1 Total Numbers of Teachers

Enrollment projections in public schools in the Northern Region through 1990-91 were provided to the research staff by the New York State Education Department. Table 7.3.1 shows that this region will experience the same in-school population decrease that is already being felt in a more advanced stage elsewhere in the state. A student base of 68,123 peaked in 1972-73 and is expected to decrease steadily through 1990-91 when the student population will be at 53,004.

Specific conclusions cannot be drawn from the anticipated downturn in the school-age population. It is, nonetheless, doubtless the case that the demand for new teachers to fill new positions or to replace teachers in existing positions will be sharply down. This trend will be accentuated by the degree of economic pressure limiting school expenditures. A possible decrease in the total "pool" of active teachers could, if it were proportionate to the change in the student population, approach a decrease of more than 20%. In 1974-75 the number of full-time teachers in the Northern Region numbered 3,583. If that number was to drop by 20% by 1990, the total number of native, full-time teachers would be 2,866.

(See Table 7.3.1)

7.3.1.2 Satisfaction of Certification Requirements

Interest in further formal education by educators often is strongly affected by the ability of the person to assure his minimal certification in his field. Though many individuals continue to pursue formal coursework beyond the simple satisfaction of fifth year certification requirements, there is little doubt that for many persons the receipt of permanent certification marks a "stopping out" point.

Statistics secured from the New York Education Department attest to major growth in the proportion of persons who are permanently certified. Similarly, these statistics show a decreasing proportion of teachers who have only obtained provisional certification. Table 7.3.2 shows the percent point change over a four-year period by 4% for all professional categories of school staff. That is, 4% more faculty and administrators have achieved the minimal certification for their present position. These are wide variations in subfields, however. The implications for special fields can be seen from each subfield percent point change. The greatest movement toward full certification is found generally at the secondary school level, while kindergarten and common branch certification actually decreased by proportion. At the same time, the percentage of teachers attaining 30 credit hours beyond, the bachelor's degree or masters degree or better, has risen from 41.3% to 49.8%.

TABLE 7.3.1

ENROLLMENT IN PROJECTIONS IN PUBLIC SCHOOLS
BLACK RIVER - ST. LAWRENCE REGION
1975-76 TO 1990-91

Grade	Actual	Projected							
	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
K	4,511	4,790	4,428	4,162	3,768	3,680	3,758	3,837	3,915
1	4,585	4,692	4,990	4,613	4,335	3,925	3,833	3,915	3,997
2	4,406	4,401	4,504	4,790	4,428	4,162	3,768	3,680	3,758
3	4,614	4,317	4,312	4,413	4,694	4,339	4,078	3,692	3,606
4	4,956	4,567	4,274	4,269	4,369	4,647	4,296	4,037	3,655
5	5,203	5,018	4,625	4,328	4,323	4,424	4,705	4,350	4,088
6	5,175	5,231	5,045	4,650	4,351	4,347	4,448	4,731	4,373
7	5,658	5,501	5,560	5,363	4,943	4,626	4,620	4,729	5,029
8	5,705	5,643	5,486	5,546	5,349	4,930	4,614	4,608	4,716
9	5,820	5,990	5,925	5,761	5,823	5,616	5,177	4,844	4,839
10	5,486	5,512	5,673	5,612	5,456	5,516	5,320	4,903	4,588
11	5,167	5,101	5,126	5,276	5,219	5,074	5,129	4,947	4,560
12	4,863	4,929	4,867	4,890	5,034	4,979	4,841	4,893	4,720
Special	384	383	378	371	362	352	342	333	326
TOTAL	66,533	66,075	65,193	64,044	62,454	60,617	58,929	57,499	56,170

(Concluded)

TABLE 7.3.1 (Concluded)

Grade	Projected							
	1983-84	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91
K	3,995	4,073	4,116	4,159	4,201	4,244	4,286	4,299
1	4,079	4,161	4,243	4,287	4,332	4,376	4,421	4,465
2	3,837	3,916	3,995	4,073	4,116	4,159	4,201	4,244
3	3,682	3,760	3,837	3,915	3,991	4,033	4,075	4,116
4	3,570	3,646	3,722	3,799	3,875	3,951	3,993	4,035
5	3,701	3,615	3,691	3,769	3,847	3,924	4,001	4,043
6	4,110	3,721	3,634	3,711	3,789	3,867	3,945	4,023
7	4,649	4,369	3,956	3,863	3,945	4,028	4,111	4,194
8	5,016	4,637	4,358	3,945	3,853	3,935	4,018	4,100
9	4,952	5,267	4,868	4,576	4,143	4,046	4,132	4,219
10	4,583	4,691	4,988	4,611	4,334	3,924	3,832	3,914
11	4,267	4,262	4,362	4,639	4,289	4,031	3,649	3,564
12	4,350	4,071	4,066	4,161	4,426	4,091	3,845	3,481
Special	319	316	314	312	310	307	306	307
TOTAL	55,110	54,505	54,150	53,820	53,451	52,916	52,815	53,004

NOTE: Counties included in the Black River - St. Lawrence Region are Franklin, Jefferson, Lewis and St. Lawrence.

Information Center on Education
July 29, 1975
GML

TABLE 7.3.2

PROFESSIONAL PERSONNEL CERTIFICATION TREND
BY PROFESSIONAL FIELD
FOR NORTHERN REGION
1970-71 to 1974-75*

PROFESSIONAL FIELD	'70-71** TOTAL	'70-71** PERM./ LIFE CERT.	'74-75 TOTAL	'74-75 PERM./ LIFE CERT.	% POINT CHANGE
Superintendent	12	86%	12	100%	15%
District Principal	40	95	30	100	5
Assist. Dist. Prin/Super.	17	98	20	100	2
Bus. Manager	4	57	5	83	16
Admin. Assist.	9	90	4	80	-10
Director/Coordinator	131	80	91	84	4
Assist. Director	9	82	4	67	-15
Supervisor	26	77	20	80	3
Art Teacher	3	27	2	22	-5
Sch. Psych.	17	81	20	95	14
Soc. Worker	2	40	3	75	35
Guidance Counselor	65	80	52	90	10
Nurse Teacher	102	86	67	87	1
Dental Hygienist	74	81	14	93	12
Dept. Chairman	38	81	37	82	1
Other Non-Classroom	38	81	35	65	-16
Librarian	59	62	38	65	3
Elem. Principal	58	91	49	93	2
Mid. Sch. Principal	2	100	3	100	0
Jr. H. Sch. Principal	15	100	6	100	0
Sr. H. Sch. Principal	32	94	7	87	-7
Jr.-Sr. H. Sch. Principal	--	--	16	94	--
Spec. Principal	2	100	--	--	--
Assist. E. Sch. Principal	2	100	2	100	--
Assist. M. Sch. Principal	2	100	--	--	--
Assist. Jr. H.S. Principal	5	83	4	100	17
Assist. Sr. H.S. Principal	23	92	9	100	8
Assist. Jr.-Sr.H.S. Prin.	--	--	9	90	--
Assist. Sp. Principal	--	--	--	--	--
Other School Admin.	3	100	2	67	-23
Prekindergarten	7	58	6	60	
Kindergarten	154	77	87	69	-8
Common Branch	1,189	70	714	65	-5
Mentally Handicapped	64	51	34	41	-10
Emotionally Handicapped	2	37	2	40	3
Physically Handicapped	7	25	5	21	-4

(Concluded)

TABLE 7.3.2 (Concluded)

PROFESSIONAL FIELD	'70-71**		'74-75		
	TOTAL	PERM./ LIFE CERT.	TOTAL	PERM./ LIFE CERT.	% POINT CHANGE
Learning Disabilities	--	--	6	67	--
Reading	178	70	110	62	-8
Eng. Language	241	52	205	57	5
For. Language	82	54	75	74	20
Mathematics	193	53	191	65	12
Science	176	46	154	60	14
Soc. Science	228	54	209	73	19
Art	47	35	49	48	13
Health & Safety	68	42	26	35	-7
Physical Education	137	50	125	60	10
Music	132	58	104	64	6
Agriculture	10	25	14	42	17
Business/Dist. Ed.	73	37	77	60	23
Home Ec.	64	55	49	62	7
Industrial Arts	56	44	63	64	20
Trade/Tech.	26	31	39	49	18
Humanities	18	59	10	83	24
Comb. Courses	5	71	1	20	--
Other Subjects	15	58	21	68	10
Helping	1	25	4	25	--
Summary***	3,908	61	2,991	65	4

*Source: New York State Education Department, Basic Educational Data System.

**The 1974-75 figures are based on data received from Franklin, Lewis, Jefferson and St. Lawrence Counties, while those for 1970-71 include Clinton and Essex Counties as well.

***Columns do not total since several minor categories used each survey year were not of sufficient importance to be included. Reports of the New York State Education Department are not consistent in the totals given for full-time professional personnel for this year. Totals vary from the 2,991 up to 3,836.

It appears to be quite possible that the increasing proportion of permanently certified teachers could be accentuated still further by several factors. The decreasing number of teaching and staff positions would presumably:

1) cause the elimination of positions held by younger, and therefore generally provisionally certified, teachers; and
2) cause the elimination of positions blocking the employment of younger teachers as replacements.

The age distribution of full-time teachers for the Northern Region in 1974-75 presents little basis to assume that retirements in the near future encourage an influx of provisionally certified teachers expressing a demand for further education. Most teachers are at a relatively earlier point in their careers, as can be seen from the following statistics obtained from the New York State Education Department:

18-25 yrs.	20.4%
26-32 "	29.4
33-40 "	17.2
41-48 "	14.6
49-56 "	11.3
58-64 "	6.3
65 or more	0.8

7.3.1.3 Salary Schedules

No data gathering or analysis was made of the present status of area school districts with respect to changes in salary schedules. Thus, little will be said here about relative increases or decreases in the financial incentives encouraging teachers to return for added schooling on a credit basis. It can be projected, however, that generally increasing levels of age, permanent certification and tenured staff are all indicative of higher levels of credits earned per teacher and the maximum credits per teacher for which additional compensation is provided.

7.3.2 CONTINUING EDUCATION FOR EDUCATORS (SURVEY)

The local branches of New York State United Teachers Association in the fall of 1974 expressed public interest in launching a survey of teachers and other school personnel to determine which graduate courses its members wished to have offered. The two branch offices, covering 23 school districts in Jefferson, Lewis, St. Lawrence and Franklin counties, have a reported membership of 1,824 persons.

NORPCEG, noting a common interest with United Teachers, invited a cooperative survey of the needs of all school personnel of the North Country. The questionnaire for the written survey was designed by NORPCEG and the New York State United Teachers Association cooperated in distributing and collecting the questionnaires.

TABLE 7.3.3

SURVEY OF EDUCATORS

RESIDENCE BY COUNTIES

	Frequency	Percentage
St. Lawrence	244	24.6
Franklin	36	3.6
Lewis	176	17.8
Jefferson	486	49.1
Other	48	4.8
No Response	22	-
TOTAL	1012	99.9

St. Lawrence and S.U.C.P. are the only two institutions that offer graduate level courses in education. An important part of the continuing education program of S.U.C.P. consists of graduate level courses offered at Watertown in the evenings for personnel in the schools of the area. S.U.C.P. also houses the North Country School Study Council which sponsors many non-credit programs in curriculum, teaching and administration improvement.

The questionnaires were distributed to the parochial as well as the public school systems.

The regional office at Potsdam covers part of St. Lawrence County and the whole of Franklin County. Mr. Don Mesibove in Watertown and Mr. Bob Allen in Potsdam were the two regional representatives at the time of the survey. A total of 1,012 educators responded to the questionnaires that were distributed. Of these, 920 were from the area under the jurisdiction of the Watertown office. Only 60 were from the parochial schools and 32 came from the jurisdiction of Potsdam. The returns from the Potsdam region were very poor. In order to compensate for the poor returns, several unscheduled interviews with school administrators and teachers were undertaken to verify the generalizability of the findings.

While interpreting the data in some tables, it is essential to remember that most of the respondents, 920 out of 1,012 (almost 91%), are from the Watertown region covering Jefferson County, Lewis County and the western part of St. Lawrence County. Therefore, some of the data does not fully reflect the needs of those within Franklin County.

About 42% of the respondents indicated that they had only a bachelor's degree or equivalent and had not met the State requirement for the 30 graduate level credits that were needed for certification. One report of the State Education Department indicates for this region that about 50% of the teachers have less than this number of credits. Thus, future questions may understate the needs expressed.

TABLE 7.3.4

ACADEMIC QUALIFICATIONS

	Frequency	Percentage
Bachelor's or equivalent	424	41.9
Bachelor's plus 30 hours	234	23.1
Masters or equivalent	290	28.7
Doctorate or equivalent	2	0.2
Industrial or technical diploma	8	0.8
Diploma	52	5.1
No response	2	-
TOTAL	1012	99.8

Of the 1,012 respondents, 400 (39.5%) reported to hold only a provisional teaching certificate and were not yet eligible for permanent certification. In contrast with the preceding paragraph, the respondents had a higher number of provisional certificates than the State Education Department indicates is the case (33%).

Of those still needing graduate credits to complete certification, about 29% need less than 10 graduate credits and over 43% need more than 20 credits.

About 32% (254) of the respondents have, to date, taken less than 9 credits in graduate level courses required for certification. The data indicates that 10% of the respondents need at least 0-5 credit hours, 18% need at least 6-10 credit hours, 17% need at least 11-15 credits and 12% need at least 16-20 credits. Yet, more than 53% need more than 21 credits to obtain certification or degree. It may be useful to note that these required graduate credit hours are reported by the teachers who are currently employed and, in no way, samples teachers in training or teachers reentering professional life.

TABLE 7.3.5

GRADUATE CREDITS NEEDED FOR CERTIFICATION OR DEGREE

	Frequency	Percentage
0 - 5	48	10.2
6 - 10	86	18.3
11 - 15	78	16.6
16 - 20	56	11.9
21 - 30	140	29.8
31 and over	62	13.2
No response	542	-
TOTAL	1012	100.0

448 (about 48%) of the respondents indicated that they intended to take more graduate courses, either toward certification or toward a graduate degree.

Tables 7.3.4, 7.3.5 and 7.3.6 clearly indicate that, of the teachers and educators who are currently employed in school districts in the Northern Region, there is a very large percentage that needs graduate courses toward meeting the State certification requirements. Furthermore, it is useful to note that after certification many teachers extend their education toward a graduate degree or more than one certificate.

TABLE 7.3.6

DISTRIBUTION ACCORDING TO GRADUATE COURSES TAKEN

	Frequency	Percentage
0 - 3	144	17.9
4 - 6	58	7.2
7 - 9	52	6.5
10 - 20	110	13.7
20 - 30	174	21.7
31 and over	265	33.0
No response	209	-
TOTAL	1012	100.0

A third of the respondents have not yet taken all the credits required for their certification. Of these, about 18% of the respondents have taken only one 3-credit course, another 7% have taken 6 or fewer credits and a total of about 45% have taken 20 or fewer credits toward fulfilling the requirements for certification.

Although 42% of the respondents had indicated that they had not met the State requirement of the 30 graduate level credit hours, out of the 1,012 respondents, only 260 (25.7%) were currently enrolled in graduate level courses. The reasons why the remaining 17% have not enrolled currently vary.

TABLE 7.3.7

COLLEGES PRESENTLY ATTENDED BY EDUCATORS

	Frequency	Percentage
Clarkson	9	3.3
St. Lawrence	13	4.8
S.U.C.P.	152	56.2
BOCES	3	1.1
Others (outside the region)	93	34.4
No Response	742	-
TOTAL	1012	99.8

About 34% of those taking graduate level courses attend schools outside the region. This is a potential market that is not being used by the local colleges or is being lost to the local colleges for several reasons.

The three most important reasons given by those attending colleges outside the region and for not taking the required courses at colleges within the region are:

1. Lack of information for future plans and long range planning	62%
2. Variety of courses	51%
3. Quality of courses	48%

About 56% of the respondents attended S.U.C.P. mainly at the extension center at Watertown.

Of those presently attending graduate level courses, about 64% (286 students) have to travel over 20 miles to get to class and about 44% have to travel over 50 miles to get to class. 22% of the students who travel less than 5 miles are mainly centered around Watertown, Potsdam and Canton.

(See Table 7.3.8)

At the time of the survey, S.U.C.P. was offering graduate level courses at Watertown and at S.U.C.P. main campus in the evenings. Several interviews and discussions with educator groups indicate that utilizing several locations for extension courses might reduce travel. Lowville and Gouverneur are often requested by those who are west of Potsdam. Personal interviews also indicate that there is need for programs around Malone and Saranac Lake for those residing east or south of Potsdam.

At the time of this survey, it was determined that S.U.N.Y. at Oswego was beginning to offer courses at Watertown to better meet educator needs. There is also fair evidence to indicate that S.U.N.Y. at Plattsburgh is being encouraged to offer courses close to Franklin County to better meet the needs of that county. Teachers of Lewis County are also looking elsewhere for help.

TABLE 7.3.8

DISTANCE TRAVELLED TO CLASS

	Frequency	Percentage
0 - 5 miles	97	22.0
5 - 10 miles	23	5.2
10 - 15 miles	14	3.2
15 - 20 miles	20	4.5
20 - 50 miles	94	21.3
More than 50 miles	192	43.6
Not applicable and no response	572	-
TOTAL	1012	99.8

Of the 1,012 respondents of the questionnaire, 792 (78%) respondents indicated their intention to take more graduate level courses if time and location were more suitable.

(See Table 7.3.9)

While interpreting the figures in Table 7.3.9, it should be noted that most of the respondents came from Jefferson, Lewis and parts of St. Lawrence County. Interviews of those east of Potsdam indicate similar preferences in Franklin County for courses to be offered in Saranac Lake or thereabouts.

Out of a total of 1,012 respondents, 752 (64.3%) had taken courses in the last five years through continuing education in the evening. The following tables give the distribution according to credits and institutions.

TABLE 7.3.9

LOCATIONS PREFERRED

	Frequency	Percentage
Watertown	404	49.4
Lowville	166	20.3
Gouverneur	106	13.0
Ogdensburg	76	9.3
Canton	4	0.5
Potsdam	2	0.2
Malone	16	1.9
Massena	16	1.9
Saranac Lake	20	2.4
Other	8	0.9
No Response	194	-
TOTAL	1012	99.8

TABLE 7.3.10

DISTRIBUTION OF COURSES BY CREDITS

	Frequency	Percentage
0 - 5	118	17.5
6 - 10	168	24.9
11 - 15	122	18.1
16 - 20	68	10.1
21 - 30	120	17.8
31 and over	78	11.6
No Response	338	-
TOTAL	1012	100.0

TABLE 7.3.11

DISTRIBUTION OF COURSES BY INSTITUTION

	Frequency	Percentage
ATC	2	0.3
JCC	26	4.0
Mater Dei	4	0.6
NCCC	2	0.3
St. Lawrence	62	9.4
SUCP	386	58.7
BOCES	26	4.0
Other	150	22.8
No Response	354	-
TOTAL	1012	100.1

Out of a total of 1,012 respondents, 602 (59.5%) had attended summer school in the past five years. The following table gives the distribution according to institution.

TABLE 7.3.12

SUMMER SCHOOL DISTRIBUTION ACCORDING TO INSTITUTION

	Frequency	Percentage
ATC	2	0.3
Clarkson	8	1.3
JCC	10	1.7
Mater Dei	4	0.7
St. Lawrence	24	4.0
SUCP	238	39.9
BOCES	8	1.3
Other	302	50.6
No Response	416	-
TOTAL	1012	99.8

Almost 50% of those who have attended summer school during the past 5 years report that they attended colleges and universities outside the region during summer. The main reasons given for not attending summer school in the colleges within the region were:

1. Lack of leisure activities;
2. Limited choices in the quality and variety of courses offered;
3. Repetitive formats of courses offered every summer.

To attract more students during the summer, a greater utilization of the recreational and environmental characteristics of the region could be exploited. Some of the teachers who would like to attend summer school have suggested better usage of visiting professors with a national reputation and intensive summer programs of two or three weeks. A large number of teachers have also expressed a desire for activities for members of their families. Table 7.3.13 indicates that almost 64% of the respondents were below the age of 35, indicating that they probably had young families. Some of the interviews have also indicated that the faculty members who teach summer school sessions do not make sufficient demands on themselves and on the students. 80% of the teachers who attended summer school during the last 5 years indicated that faculty members who taught summer school skipped classes often and did not teach the last scheduled class. Some of the teachers also indicated that a few faculty members who opted for the discussion method of instruction did not know how to lead discussion groups and used the discussion method to avoid preparation.

Almost 41% of the educational professionals are below the age of 28 and another 24% are below the age of 35, which reduces to about 65% of the respondents under the age of 35. This age group becomes important in planning the future continuing education of these professionals in terms of retraining, upgrading of skills and life-long learning through short courses, conferences and the like.

The large number of respondents below the age of 35 indicates the necessity of the educational institutions to be sensitive to the needs of those with young families in order to attract them to summer schools, evening classes and short workshops and conferences. Child care is an important factor to be considered.

TABLE 7.3.14

REQUESTS FOR COURSES AND TYPES OF PROGRAMS

SUBJECT AREAS	TV OR RADIO COURSES	SHORT COURSES	WORKSHOPS	SUMMER SESSION	DAY LONG CONFERENCES	EVENING CLASSES	CORRESPONDENCE COURSES	SATURDAY CLASSES	SUNDAY CLASSES	TOTALS
EDUCATION, GEN.	70	86	82	80	24	118	50	26	6	542
ENGLISH	60	60	44	38	18	74	38	34	10	376
ADULT BASIC ED.	8	10	10	6	2	14	10	6	2	68
ADULT & CONT. EDUCATION	14	26	24	10	8	38	20	6	0	146
BIOLOGICAL SCIENCES	22	20	22	24	6	34	12	12	2	154
CURRICULUM & INSTRUCTION	66	100	118	60	40	106	34	30	8	562
ECONOMICS	24	14	4	12	4	26	18	4	2	108
EDUC. ADM.	20	36	22	32	10	60	14	14	2	210
EDUC. PSYCH.	38	54	50	42	26	84	30	26	6	356
EDUC. STAT. & RESEARCH	6	24	18	10	4	22	16	8	2	110
EDUCATIONAL SUPERVISION	22	40	34	24	10	68	12	16	2	228
EDUC. TESTING, EVALUATION & MEASUREMENT	26	54	54	38	18	64	26	16	2	298
ELEM. ED., GEN.	68	100	92	68	46	112	44	28	4	562
ENGINEERING	6	2	2	2	0	8	2	2	0	24
FINE ARTS	56	60	50	52	20	90	26	22	6	382
HIGHER ED., GEN.	16	10	10	16	2	28	10	8	2	102
HISTORY	56	46	26	30	14	60	16	16	4	268
JR. & COMM. COLLEGE ED.	8	8	4	8	2	10	6	8	2	56
JR. HIGH SCHOOL ED.	20	28	30	12	12	44	24	10	2	182
LAW	20	22	24	12	4	54	6	6	0	148
LIBRARY SCIENCES	18	28	26	18	8	32	12	14	6	162
MATHEMATICS	40	40	44	20	12	46	24	16	6	248
MODERN LANGS.	28	26	26	14	10	36	18	10	6	174
PHYSICAL SCIENCES	16	22	22	20	10	40	20	10	2	162
POLITICAL SCIENCE	24	22	16	8	10	20	12	8	0	120
PUB. COMM.	24	36	30	8	8	24	10	2	0	142
PRE-ELEM. ED.	26	32	32	32	18	32	18	12	0	202
REMEDIAL ED.	50	106	118	62	38	106	40	28	6	554
SEC. ED., GEN.	26	32	32	28	8	64	22	20	4	236
SOCIAL FOUNDATIONS	4	6	4	4	0	10	4	4	0	36
SOCIOLOGY	38	54	40	40	14	60	36	18	6	306
SPEC. ED.	48	68	72	56	32	104	42	26	8	456
STUDENT PERSONNEL	46	62	58	42	26	82	30	32	6	384
TOTALS	1014	1334	1240	928	464	1770	702	498	114	8064

TABLE 7.3.13

AGE DISTRIBUTION

	Frequency	Percentage
21 - 28	400	40.9
29 - 35	234	23.9
36 - 50	224	22.9
51 - 65	120	12.3
Over 65	0	0
No Response	34	-
TOTAL	1012	100.0

Requests for types of courses and programs reflect a wide spectrum of interests and needs. Elementary education (general), curriculum and instruction and special education programs are those requested by the largest number. In the order of frequency by request, the most popular subject areas are:

Elementary Education	562
Curriculum and Instruction	562
Remedial Education	554
Education (General)	542
Special Education	456
Student Personnel (Counseling and Guidance)	384
Fine Arts	382
English	376
Educational Psychology	356
Sociology	306
Educational Testing and Measurements	298
History	268

The data indicates that evening classes are most popular. "Short courses" is a method preferred by a very large group. The third most popular method is "workshops".

Short courses and workshops seem to be most popular among those below the age of 35. Further analysis of the data indicates that 82% of those below the age of 35 prefer "short courses" and "workshops" as a method of obtaining graduate credits.

A great interest in courses offered through the television and radio media is reflected by the data. Personal interviews and telephone interviews indicate that for T.V. and radio courses to be successful, follow-ups with further courses in the field are essential. Advance planning and long-range scheduling of courses are needed for adults to plan their programs. The need for sufficient advance publicity and academic advising is often repeated by students. The most often repeated complaint from teachers and educators has been that until they see the 'Night Life' or other college brochures, published at most a week before registration announcing that semester's courses, the students have no way of knowing what courses to expect or when to expect them. For young teachers with young families, in order to help plan their finances and their time commitments, it would be extremely useful to obtain some long-range course schedules.

7.4 HEALTH SERVICES

7.4.1 SURVEY OF HEALTH INSTITUTIONS

To determine the educational needs of health personnel, a survey of the health service institutions was conducted. One questionnaire was distributed directly to individual personnel. A second questionnaire was distributed to directors of personnel at each of the institutions. All health service institutions of the North Country were not surveyed. A group of twenty-two institutions were able to participate in the survey.

* Medical Facilities

There are 14 general hospitals and one long-term care hospital in the Black River-St. Lawrence district, with approximately 1,200 general and 500 long-term care beds. In addition, Will Rogers Memorial Hospital, located in the Essex County portion of Saranac Lake (the village is astride the Franklin-Essex boundary line), has a total of 64 long-term care beds.

The following table gives the location and number of general and long-term care beds for hospitals in the district.

TABLE 7.4.1
GENERAL AND CHRONIC DISEASE HOSPITALS
Black River-St. Lawrence Economic Development District
1970

Name of Hospital	Location	No. of Beds Gen.	No. of Beds Long-Term
Franklin County:			
Alice Hyde Memorial Hospital	Malone	105	24
General Hospital of Saranac Lake	Saranac Lake	65	--
Mercy General Hospital	Tupper Lake	36	10
Will Rogers Memorial Hospital	Saranac Lake	0	64
Jefferson County:			
Carthage Area Hospital Assn.	Carthage	50	--
Edward John Noble Hospital	Alexandria Bay	32	--
House of Good Samaritan Hospital	Watertown	196	41
Jefferson County Chronic Disease Hospital	Watertown	0	76
Mercy Hospital	Watertown	158	154
Lewis County:			
Lewis County General Hospital	Lowville	57	34
St. Lawrence County:			
A. Barton Hepburn Hospital	Ogdensburg	149	28

(continued)

---

*This Material taken from: The Black River-St. Lawrence Economic Development Commission, Canton, New York 13617.

TABLE 7.4.1 (Continued)

Name of Hospital	Location	No. of Beds Gen.	Long-Term
Clifton-Fine General Hospital	Star Lake	29	--
Edward John Noble Hospital	Gouverneur	70	--
Massena Memorial Hospital	Massena	100	--
Potsdam Hospital	Potsdam	80	32

SURVEY OF HEALTH INSTITUTIONS

HOSPITALS	No. of Beds
E. J. Noble, Gouverneur	69
Clifton-Fine, Star Lake	25
Central St. Lawrence Health Services, Potsdam Unit	112 *
Carthage Area Hospital, Carthage	38
Mercy Hospital, Watertown	192
Massena Memorial Hospital, Massena	112

Nursing Homes

Potsdam Nursing Home, Potsdam	80
Kinney Nursing Home, Gouverneur	40
Moongate Nursing Home, Canton	80
Cedars Nursing Home, Ogdensburg	82
Mercy Hospital Nursing Home, Watertown	120
United Helpers Nursing Home, Ogdensburg	40
St. Regis Nursing Home, Massena	44
St. Joseph's Home, Ogdensburg	82
Highland Nursing Home, Massena	140

Health-Related Facilities

Moongate Health Related Facility, Canton	80
Mercy Hospital of Watertown, Watertown	56
United Helpers Nursing Home, Inc., Ogdensburg	80
St. Regis Health Related Facility, Massena	108

---

*also 28 infirmary-beds for Clarkson College of Technology and State University College at Potsdam.

SURVEY OF HEALTH INSTITUTIONS (Continued)

Other	No. of Beds
Carthage Area Hospital	
Obstetrics	6
Pediatrics	4
Mercy Hospital, Watertown	
CMCH	30
St. Lawrence State Hospital	
Psychiatric	1,053

Two of the facilities are planning to add new specialty services in the next six months.

(1) Moongate Nursing Home, which recently opened, is planning to add a Physical Therapy Unit.
(2) Massena Memorial Hospital will add a 4-bed Coronary Care/Intensive Care Unit.

PERSONNEL TALLY

	Full-Time	Part-Time	TOTAL
RN's	402	190	592
LPN's	240	73	313
Aides or Assistants	941	145	1086
Ward Clerks	33	18	51
Maintenance	151	4	155
Admitting	28	4	32
Housekeeping	168	45	213
Dietary	169	79	248
Medical Records	37	5	42
X-ray	35	4	39
Laboratory	38	3	41
Social Services	43 ½	7	50 ½
Physical Therapy	20	16	36
Coronary Care	22	52	74
I.C.V.	9	2	11
Inhalation Therapy	7	4	11
Recreational Directors	14	2	16
Others	246	12	258
TOTAL	2603	665	3268

At the 22 institutions surveyed, there are over 3,268 personnel not including the surgeons, doctors and other professionals who work at the institutions.

All but two facilities have in-service training personnel in full or part-time services. Four of the institutions have full-time, in-service directors: Moongate Nursing Home and Health Related Facility, Mercy Hospital of Watertown, Highland Nursing Home and St. Lawrence State Hospital (Part of the Education Department).

Most of the institutions report that in-service programs are held on a fairly regular basis. Some institutions schedule programs once a month, others once a week. Two did not have regularly scheduled programs. If the in-service programs are held outside of working hours, all but three of the institutions would compensate their employees for this time. Most in-service programs seem to be held during work hours.

Five of the institutions responding have in-service programs only for nursing staff. The others included other staff such as dietary, housekeeping, safety and supervisory. The percentage of personnel attending workshops ranged from 1% to 75% for an institution.

All but one institution queried are aware of materials and equipment available through the Central New York Regional Medical Program, but one director states that there was too long a wait for materials such as video tapes for convenient educational planning.

The hospitals and nursing homes responding receive materials for in-service programs from a variety of sources. Drug companies and State health agencies are the most popular sources with Trainex (a commercial supplier), consultants and the Regional Medical Program following.

Evaluation of the in-service training by personnel seems to be done mainly by discussion during and after the program. Few institutions had written evaluations. There is very little formal feedback from patients.

The priorities stated by respondents as the greatest needs in educational services are quite varied. The three that head the list are continuing education for RNs, basic skills for unskilled aides and communication between the staff of the departments. A list is included.

Priorities for In-Service Education

Continuing Education for RNs
Basic skills for unskilled aides
Communication-staff relationships
Coronary Care

(continued)

Priorities for In-Service Education (continued)

Housekeeping
Hospital Safety
Cost and Care of Hospital Equipment
Public Relations
Infection Control
Legal Aspects of Hospital and Employee Relationships
Law and the Nurse
Team Nursing
Decubitus care
Occupational hazards
Inexpensive visiting lecturers
Local workshops
Feedback from patients
Formal orientation--hospital wide
Formal orientation--nursing staff
Attitude therapy
Charting
Technical procedures (specialities)
Management objectives
Problem-oriented patient care record
Peer review and quality care assessment
Pharmacology for LPNs
Respiratory care
Isolation
New Techniques (esp. Pediatrics)
Workshops held locally and often enough so that staff can stagger attendance
Patient understanding

A fairly large program of continuing education and in-service training exists at most of the hospitals. The nursing homes, on the contrary, do not provide extensive amounts of educational training.

The greatest need appears to be for more cooperation between the continuing education and in-service programs of the various institutions. Pooling resources and sharing resources will enable the various institutions to profit from one another's training programs. The colleges and other educational institutions should act as catalysts to co-sponsor cooperative programs and offer credit and evaluational techniques to add to the credibility of the programs. A closer relationship between the continuing education program directors of the educational institutions and the health service institutions is very much desirable.

7.4.2 HEALTH SERVICES EMPLOYEES

672 employees in hospitals and nursing homes responded to the questionnaire. Of these, 32 were discarded. Of the 1,000 questionnaires that were distributed, 640 responses were received.

Of the 640 respondents, 334 (52%) indicated that during the past two years they had participated in in-service programs at their institution of employment. Compared to educators, librarians and businessmen, the health services personnel report the highest percentage of in-service trainees. However, interviews with hospital administrators indicate that the need for in-service training is not sufficiently met because constant retraining is especially desirable in the field of health sciences.

32% of the respondents indicated that they had also participated in adult education programs in the community. Most of the programs listed by the respondents fell into the following categories in order of importance. 66% had not participated.

1. Programs sponsored by the Education Consortium of Health Care Agencies;
2. Academic programs applicable toward a college degree;
3. Non-credit programs for leisure activities.

It is interesting to note that the respondents did not indicate any health related programs that were offered by the colleges or the BOCES.

TABLE 7.4.2

NON-INSTITUTIONALLY BASED COURSES

	Frequency	Percentage
Yes	202	31.6
No	420	65.5
No Response	18	2.8
TOTAL	640	99.9

Several titles and topics were suggested by the respondents for needed programs. The following list is an attempted summary of the several topics suggested.

"Medical terminology", "Legal Aspects in Nursing" and "Coronary Care" are the most repeated topics. Purchasing, accounting, care of supplies and management techniques were requested by several non-nursing personnel.

SUGGESTED CONTINUING EDUCATION PROGRAMS

Preventive health practices
Medical terminology
Nursing refresher courses
Medical secretary - Medical terminology
Education of exceptional children
Heart risk clinic
Pharmacology for the nurse
Treatment for low back syndrome
Advance equipment
Disposables cost for patient
Infection control
Care of supplies
Biology terms
Advanced X-ray treatment
Advanced management
Hematology
Psychology of patient care
Cellular and human anatomy
Coronary care
I.V. therapy
Purchasing and accounting
Physical fitness
Conversation with sick people
Psychology of death
Legal aspects in nursing
Detection of cancer
Nutrition and good health
Physical exercise and health
Slimnastics and dieting
Organic foods and prevention of disease

About 45% of the respondents indicated that their institutions did offer the programs they needed through inservice training. Another 55% did not have such programs readily available to them.

24% of the respondents indicated that they were aware of some programs being offered by the colleges which were not offered by the health service institutions.

About 49% of the respondents indicated that they were interested in furthering their education toward a degree, diploma or certificate. In stated comments on the questionnaires, most of those intending to work toward a degree indicated that they would like to have programs offered once or twice a week in the evenings. They strongly indicate that they cannot take off time from work in order to go to school, even though some released time is made available for "in-house" programs.

The desired degrees and diplomas mentioned most frequently are the A.A., L.P.N., R.N. and B.A.

Although 66% of the persons responding indicate that their institution provides released time for them to pursue degree studies, only about 8% are currently enrolled in college programs.

The data indicates that the main reason why the health services personnel do not enroll in courses is because the courses desired are not usually available. The second reason given is the lack of financial resources. For young, married nurses, financial resources appear to be very scarce.

TABLE 7.4.3

REASONS FOR NON-PARTICIPATION

	FIRST CHOICE		SECOND CHOICE		THIRD CHOICE	
	F	%	F	%	F	%
Not Interested	56	8.8	8	1.3	8	1.3
Not Available	112	17.5	42	6.6	20	3.1
Lack of Awareness	66	10.3	52	8.1	56	8.8
Lack of Money	108	16.9	70	10.9	38	5.9
No Advancement Potential	70	10.9	38	5.9	28	4.3
Other	48	7.5	12	1.9	10	1.6

The main motivation for further education reported is 'to improve job performance'. This expressed motivation is consistent with findings in the other surveys. Increasing chances for promotion was given as the second most important reason.

TABLE 7.4.4

REASONS FOR PARTICIPATION

	FIRST CHOICE		SECOND CHOICE		THIRD CHOICE		FOURTH CHOICE	
	F	%	F	%	F	%	F	%
Improve Job Performance	284	44.4	148	23.1	38	5.9	20	3.1
Chance for Promotion	116	18.1	112	17.5	162	25.3	26	4.0
Retrain for New Job	26	4.1	30	4.7	76	11.9	170	26.6
Personal Satisfaction	92	14.4	192	30.0	136	21.3	62	9.7
Other	8	1.3	4	0.6	6	0.9	4	0.6

The most preferred methods of learning are 'in-service lectures or classes' with a close second being 'on-the-job training, internship'. 'Lectures and classes at a college or university' are also popular. The least liked method is 'TV or radio courses'.

TABLE 7.4.5

PREFERENCES FOR MODES OF STUDY

	Frequency	Percentage
In-service lectures or classes	392	61.3
Lectures or classes at coll. or univ.	298	46.6
Correspondence course	148	23.1
Conferences, institutes, workshops	234	52.2
TV or radio courses	76	11.9
Discussion groups	240	37.5
Study on my own, no formal instr.	170	26.6
On-the-job training, internship	358	55.9
Other	20	3.1

TABLE 7.4.6

PREFERENCES FOR STUDY TIMES

	Frequency	Percentage
One evening a week	178	27.8
One Saturday a week	18	2.8
Two or more evenings a week	134	20.9
One morning or afternoon a week	102	15.9
Two or more mornings or afternoons a week	96	15.0
One full day a week	86	13.4
Two weeks to a month at a time	44	6.9
Two or more full days a week	72	11.3
Other	56	8.3

TABLE 7.4.7

PREFERRED DURATION OF TRAINING OR STUDY

	Frequency	Percentage
Less Than One Month	20	3.1
One to Three Months	108	16.9
Four to Six Months	76	11.9
Seven to Nine Months	14	2.2
Nine Months to a Year	48	7.5
One to Two Years	104	16.2
More Than Two Years	126	19.7
No Response	144	22.5

About 33.4% of the personnel who responded to the questionnaire had only a high school diploma. Most people in this achievement group express a need for further education without having to quit their jobs. About 13% of the respondents have an R.N. diploma and only 3% have an L.P.N. The need for more R.N. and L.P.N. personnel was indicated by most of the hospital administrators who were interviewed.

TABLE 7.4.8

EDUCATIONAL LEVEL COMPLETED

	Frequency	Percentage
Less Than 12 Years	62	9.7
High School Diploma or Equivalent	214	33.4
Nurses Aid Training	36	5.6
L.P.N.	22	3.4
Registered Nurse (2 Year Program)	14	2.2
Registered Nurse (3 Year Program)	72	11.3
1 - 3 Years College	78	12.2
B.A., B.S.	42	6.6
Graduate Work, Professional	48	7.5
Other	36	5.6
No Response	16	2.5
TOTAL	640	100.0

About 52% of the respondents are below the age of 35. The largest group among them are between the ages of 22-28 (27%). This is a generally high participation age group.

68% of the respondents are married with spouses present and 66% of the respondents are female.

(See Table 7.4.9)

The largest group of respondents are below the age of 35, most of whom are female and married with young families. The demands of a young family, combined with the demands of working conditions at the hospitals, and especially at the nursing homes, make it very difficult for the personnel to find time for a whole semester to attend classes or educational programs. The hospitals and nursing homes do not offer much release time for furthering the education of their personnel through collegiate institutions.

TABLE 7.4.9

AGE DISTRIBUTION

	Frequency	Percentage
Under 18	4	0.6
18 - 21	28	4.4
22 - 28	174	27.2
29 - 35	128	20.0
36 - 50	186	29.1
51 - 65	104	16.3
Over 65	6	0.9
No Response	10	1.6
TOTAL	640	100.1

TABLE 7.4.10

MARITAL STATUS

	Frequency	Percentage
Married; Spouse Present	438	68.4
Married; Spouse Absent	64	10.0
Single	126	19.7
No Response	12	1.9
TOTAL	640	100.0

TABLE 7.4.11

SEX DISTRIBUTION

	Frequency	Percentage
Female	428	66.9
Male	196	30.6
No Response	16	2.5
TOTAL	640	100.0

7.5 SURVEY OF THE EDUCATIONAL NEEDS OF FORT DRUM

The survey of the educational needs of the personnel at Fort Drum was undertaken in cooperation with the officer in charge of education at the base. Through an exploratory interview with selected officers and with Col. Henderson, it was determined that during the year there were about 500 military personnel at the base with their dependents. In addition to these permanent staff members, during the summer about 1,200 more training personnel were stationed at the base, usually for about 6 months. Col. Henderson indicated that the general policy of the armed forces was to encourage officers to work toward undergraduate and masters degrees and that they were eager to assist the local institutions to help in the process. The staff expressed a need to obtain better educational programs to improve the usage of the leisure time available to the armed forces personnel during evening hours.

Interviews with the administrators of J.C.C.C. and other colleges, who have attempted to set up programs at Fort Drum for military and civilian personnel, indicate that a major problem for instructors was the constant, unpredictable absenteeism of the men enrolled.

The survey with the written questionnaire was intended to obtain a general overview of needs.

Of the 493 respondents, about 13% are between the ages of 18-21 and 25% between the ages of 22-28 and another 13% between the ages of 28-35. 51% of the respondents were below the age of 35. As the survey of currently enrolled students indicates (Chapter 6), this age group produces the largest number of users in continuing education.

TABLE 7.5.1

AGE DISTRIBUTION

	Frequency	Percentage
Under 18	2	0.4
18 to 21	62	12.7
22 to 28	122	25.0
29 to 35	66	13.6
36 to 50	142	29.2
51 to 65	88	18.1
Over 65	5	1.0
No Response	6	-
TOTAL	493	100.0

Since it is an army base, not unexpectedly the adult population is predominantly male.

TABLE 7.5.2

SEX DISTRIBUTION

	Frequency	Percentage
Female	95	19.4
Male	394	80.6
No Response	4	-
TOTAL	493	100.0

Table 7.5.3 indicates that about 31% of the base's respondents were single and that another 12% are formally married but whose spouses are absent. Thus, 43% of the personnel are unconstrained by marital responsibilities. The absence of family responsibilities generally makes it easier for adults to attend evening classes and programs.

About 48% of the respondents indicate that they have no dependent children.

TABLE 7.5.3

MARITAL STATUS

	Frequency	Percentage
Married; Spouse Present	275	56.7
Married; Spouse Absent	59	12.2
Single	151	31.1
No Response	8	-
TOTAL	493	100.0

TABLE 7.5.4

DEPENDENT CHILDREN

	Frequency	Percentage
Yes	249	51.6
No	234	48.4
No Response	10	-
TOTAL	493	100.0

About 51% indicated to have had at least a high school equivalency education. Another 4.5% have an industrial diploma, and about 21% have attended college but without a college degree.

About 64% have not had any college education. Consequently, about 85.4% indicate that they do not have a college degree. Only 2% of the respondents indicate that they have an education beyond the Bachelor's degree.

The need for college level education is very evident from the data presented in Table 7.5.5.

TABLE 7.5.5

HIGHEST ACADEMIC QUALIFICATIONS

	Frequency	Percentage
Basic Education	38	7.8
High School or Equivalency	251	51.7
Industrial or Technical Diploma	22	4.5
Attended College	103	21.2
Bachelor's or Equivalent	37	7.6
Beyond Bachelor's	11	2.3
Other	23	4.7
No Response	8	-
TOTAL	493	99.8

About 28% of the respondents indicate that they have taken college courses while in the service. This is not a substantial number since 103 persons had not responded to this question.

TABLE 7.5.6

COLLEGE COURSES TAKEN

	Frequency	Percentage
Yes	110	28.2
No	280	71.8
No Response	103	-
TOTAL	493	100.0

TABLE 7.5.7

COLLEGE CREDITS TAKEN

	Frequency	Percentage
Yes	86	40.0
No	129	60.0
No Response	278	-
TOTAL	493	100.0

About 81% of the respondents indicate that they are interested in further education.

TABLE 7.5.8

INTEREST IN FURTHER EDUCATION

	Frequency	Percentage
Yes	322	81.3
No	74	18.7
No Response	97	-
TOTAL	493	100.0

The reasons for taking more courses and more educational programs vary considerably. The largest group (about 32%) indicated chances for promotion as the main reason.

TABLE 7.5.9

REASONS FOR INTEREST*

	Percentage
Increase chances for promotion	31.9
General information	27.2
Prepare for civilian life	24.2
Personal or family interests	11.8
Increase knowledge of military affairs	4.8
Community activity	-
TOTAL	99.9

*Ranked

Data on the preferred method of instruction is inconclusive.

TABLE 7.5.10

MANNER OF STUDY*

	Percentage
On-the-Job Training	19.2
Lecture	18.9
Short Conferences	15.5
Discussion Groups	12.5
Study on Own	11.8
Correspondence Course	11.3
Lessons from a Private Teacher	6.3
TV or Radio Courses	3.8
Other	0.8
TOTAL	100.1

*Ranked

Almost 54% wished to be involved in educational programs only one or two evenings a week.

TABLE 7.5.11

ATTENDANCE PREFERENCES*

	Percentage
One or Two Evenings a Week	53.9
More Than Two Evenings a Week	18.9
Saturday and/or Sunday Each Week	9.2
One Full Day a Week	6.0
One Morning or Afternoon a Week	5.4
Two Weeks to a Month at a Time	4.2
Other	2.5
TOTAL	100.1

*Ranked

The following table gives the expressed interest of the personnel in specific programs. The largest number of requests are for introductory programs.

TABLE 7.5.12

COURSE PREFERENCES

FORT DRUM

	INTRODUCTORY	INTERMEDIATE	ADVANCED	GRADUATE
AGRICULTURE				
General	34	16	6	6
Agricultural Business	16	6	4	4
Food Service & Technology	18	6		2
Forestry	38	20	10	14
Natural Resources	32	14	6	8

(Continued)

TABLE 7.5.12
COURSE PREFERENCES (Continued)

	INTRO-DUCTORY	INTER-MEDIATE	AD-VANCED	GRAD-UATE
BUSINESS, MANAGEMENT & SALES				
Business & Commerce, General	52	54		18
Accounting & Bookkeeping	68	50	36	26
Advertising & Sales Promotion	20	16	8	6
Banking & Financing	42	18	22	12
Business Adm. & Management	68	46	38	34
Hotel & Restaurant Management	24	18	12	6
Personnel Management	58	42	16	20
Real Estate	36	24	16	12
Retailing & Retailing Occupations	8	8	4	6
Secretarial Studies	16	14	16	12
Transportation & Public Utilities	32	10	6	4
COMMUNICATIONS				
Journalism	12	6	4	2
Radio/TV	51	20	22	16
Advertising	18	4	8	8
Communications Media	26	8	12	6
COMPUTER INFORMATION SCIENCES AND TECHNOLOGIES				
Computer Science, Gen.	38	28	16	16
Data Processing	44	32	24	14
Information Sciences & Systems	16	12	2	4
Key Punch Operator & Other Input Preparation Tech.	32	16	12	6
Systems Analysis	36	26	18	16
Computer Operator & Peripheral Equipment Operation Tech.	28	18	10	12
EDUCATION				
Education, General	26	12	8	10
Adult & Cont. Ed.	26	14	14	2
Ed. Adm.	8	2	2	
Ed. Psychology	22	6	4	2

(Continued)

TABLE 7.5.12
COURSE PREFERENCES (Continued)

	INTRO-DUCTORY	INTER-MEDIATE	AD-VANCED	GRAD-UATE
Edl. Statistics & Research	6		4	2
Elementary Education	16	4	2	
Higher Education	18	4	10	6
Secondary Education	10			6
Special Education	12	4	2	2
Reading	10	10	8	2
Student Personnel	8	10		
ENGINEERING & ENG. TECHNOLOGIES				
Engineering, General	26	10	2	8
Chemical Engineering	4	10	6	4
Civil & Environmental Engineering	22	10	6	10
Electrical & Computer Engineering	14	28	26	12
Mechanical & Ind. Eng.	20	8	12	18
Metallurgical Eng.	8	4	4	2
Petroleum Eng.	6			
Textile Engineering	2	2		
ENGLISH				
English, General	64	36	18	22
Composition	34	22	8	8
Literature	34	16		6
Speech	48	16	4	2
FINE ARTS				
Fine Arts, General	18	12	4	2
Art History	4	12	2	
Art Studies, General	14	10	6	
Drama	4	6		
Music Theory	12	4	4	
Music Education	14	4	6	6
Photography	46	14	12	6
FOREIGN LANGUAGES & LITERATURE				
Classical Languages	6	2	2	
Modern Languages	2	2		
African Languages	6			4
Arabic	8		2	4
Chinese	16	2		2
French	24	6	2	10
German	20	10	2	10
Russian	18	2	2	4
Spanish	42	12	8	10
Study of Literature	6			

(Continued)

TABLE 7.5.12
COURSE PREFERENCES (Continued)

	INTRO-DUCTORY	INTER-MEDIATE	AD-VANCED	GRAD-UATE
HEALTH PROFESSIONS SERVICES & TECHNOLOGIES				
Clinical Social Work	20	2	2	
Dentistry & Related Technologies	8	2		
Hospital & Health Care Administrators	6	6	2	
Medicine (M.D.) & Medical Specialties	10	2	2	6
Medical Technologies	8			
Nursing & Related Technologies	8	6	4	4
Pharmacy	10	2		2
Radiologic Tech.	8			
Rehabilitation	20	4		2
HOME ECONOMICS, HUMAN & FAMILY DEVELOPMENT				
Home Economics, Gen.	14	12		2
Child Development	14	8	8	4
Consumer Education	14	6	6	2
Family Relations	22	12	2	
Home Decoration	42	18	6	4
LAW				
Law, General	72	34	14	18
Consumer Law	42	22	10	10
Criminal Justice	34	14	10	10
International Law	20	6	10	10
LIBRARY & INFORMATION SCIENCE				
Library & Information Science, General	20	8	2	4
Other	6			
MATHEMATICS				
Algebra	52	38	26	20
Calculus	30	16	18	14
Geometry	26	24	18	12
Statistics	20	8	12	2
Trigonometry	22	16	14	8
Other	2	4	2	4

(Continued)

TABLE 7.5.12
COURSE PREFERENCES (Continued)

	INTRODUCTORY	INTERMEDIATE	ADVANCED	GRADUATE
NATURAL SCIENCES				
General Science	28	14	8	6
Biological Sciences	4			
Biochemistry	20	12	8	4
Biology	12	16	14	6
Biophysics	8	6	6	
Botany	12	8	8	
Cell Biology	12	4	2	2
Ecology	22	4	2	
Genetics	11	4	2	4
Microbiology	8	6	6	2
Zoology	12	6	4	
Physical Sciences				
Chemistry	36	22	12	8
Inorganic Chemistry	16	10	6	2
Organic Chemistry	18	10	4	2
Astronomy	18	2		
Geology	10	4	8	2
Oceanography	20	10	4	2
Physics, General	18	12	2	
PHYSICAL EDUCATION				
General	34	20	4	8
Outdoor Recreational Activities	44	38	22	14
Team Sports	28	14	4	12
PUBLIC SERVICES CURRICULA				
Law Enforcement Corrections	38	18	12	10
Public Adm/Civil Service	24	6	4	4
Social Work & Helping Ser.	14	10	4	4
Parks & Recreation Mgmt.	36	12	6	8
Int'l. Public Service	6	2	4	4
RELIGION				
Bible Study	16	10	10	4
Religious Education	8	6	4	2
Theological Pfoessions	10	2		
SOCIAL SCIENCES/SOCIAL STUDIES				
Social Sciences, General	18	6	4	6
Anthropology	4	10	8	4
Economics	20	6	7	6
Geography	16	10		
History	34	18	10	10
Philosophy	16	4	6	2
Political Sci. & Govt.	20	10	8	4
Psychology	24	24	14	12
Sociology	33	21	10	8

(Continued)

TABLE 7.5.12
COURSE PREFERENCES (Concluded)

	INTRO-DUCTORY	INTER-MEDIATE	AD-VANCED	GRAD-UATE
BUILDING TRADES				
Plumbing	38	24	18	16
Electrician	68	42	30	18
Masonry	40	24	14	12
Cabinetmaker	50	16	18	10
Drafting	18	6	8	10
Blueprint Reading	30	18	20	16
Other	16	8	12	10
INDUSTRIAL TRADES				
Welding	56	38	28	18
Tool & Die Making	14	8	6	6
Millwright	6	2	4	6
Machining	22	10	12	2
Other	2	2	2	
TECHNICAL SKILLS				
Auto Mechanics	66	40	20	22
TV Repair	42	10	22	12
Drafting	18	4	8	6
Other	8	2	6	4
COSMETOLOGY				
Beauty Culture	10	4	2	
Hair Styling	14	10	2	
Hair Cutting	30	8	4	6
Other	10	6	2	2
DRIVING				
Car	12	6	4	4
Truckdriver	22	18	10	18
Bulldozer	10	8	2	6
Heavy Machinery	44	18	12	22
Other	6	2	2	2

A question inserted by the base classified the respondents. The results were:

1. Permanent party - 87
2. Temporary duty - 51
3. Civilian - 104
4. Army/Air Force - 42/28
5. Other - 90

In summary, the data indicates that most of the personnel at the base are male, and most are between the ages of 18 and 35. 85% of the personnel at the base do not have a college degree and about 65% have never attended college. More than 81% of the respondents indicate that they are interested in furthering their studies toward a diploma or a degree. About one fourth of these would like to prepare for civilian life, a third would like to increase their chances for promotion and another large group would like to improve their general knowledge. Almost 54% of the respondents (about 86% of those who wish to have more education) prefer to take courses or attend lectures one or two evenings a week. Interest in several subject areas have been expressed in Table 7.5.12 by the respondents.

Periodic military exercises and other duties make it difficult for the personnel at the base to attend classes regularly. College administrators, who have attempted to offer programs for the men on the base, complain that it is very difficult to get a commitment from the officers and that because of inability to obtain free time, attendance in the classes is very erratic.

Because there are real educational needs at the base and because there are capabilities in the institutions to serve the base, it becomes necessary for college and base personnel to produce a flexible program to suit the demands of the personnel. It would be highly desirable for several of the colleges to join the Servicemen's Opportunity College (SOC) to be able to better serve the armed services personnel.

The SOC is:

- A network of colleges and universities pledged to improve postsecondary educational opportunity for men and women in the Armed Services.

- A group of colleges and universities whose policies and procedures reflect ways in which it is possible to serve successfully men and women while they are in service.

- A cooperative project of thirteen higher education associations which represent more than 1200 member institutions.

- An extension of the successful two-year SOC launched by the American Association of Community and Junior Colleges in 1972.

- Supported by the Fund for the Improvement of Postsecondary Education (FIPE) and the Department of Defense, Office of the Assistant Secretary of Defense, (DOD OASD).

Since the needs of the men are varied, a regional representative to act as liaison between the Fort Drum and the educational institutions would be desirable.

7.6 SURVEY OF RURAL WOMEN*

"An overview of the findings of this investigation are reported in this chapter. The findings are presented according to the objectives of the survey. The chapter includes 1) characteristics of rural low-income women, 2) what the women are interested in learning, 3) reasons for participation in adult education activity, 4) preferred methods for learning, 5) barriers women perceive as stopping them from learning, 6) differences in responses by age groups, 7) differences in responses by employment status, and 8) differences in responses by level of previous education.

The findings are based on the sample size of 50 respondents. Frequency tables show the distribution of responses.

Objective 1: Characteristics of Rural Low-Income Women

The first objective of the study was to identify characteristics of rural low-income women who are interested in learning. The assumption was made, prior to administration of the questionnaire, that a completed questionnaire indicates an interest in learning.

Background information was obtained for each of the respondents. These data were collected in order to examine factors influencing responses. The respondents were asked eight questions involving demographic information. The women indicated the following: 1) age, 2) marital status, 3) number of people in the household, 4) income status, 5) previous education, 6) employment status, 7) participation in volunteer work, and 8) future employment.

Table 2 shows the distribution of the women in age categories. The women interviewed were not evenly distributed by age. More than half of the respondents were between the ages of 22 and 35 years. The ages of the women ranged from 17 to over 65 years old. The median was in the 29 to 35 age category.

(See Table 2)

Table 3 indicates the marital status of the respondents. Two-thirds of the women were married at the time of the interview. Twelve women were separated, divorced or widowed.

---

*Continuing Education Needs and Interests of Rural Low-Income Women, by Ms. Marcia F. Wyant, Master's Thesis, Cornell University, January 1976, Chapters IV and V, pgs. 49-82.

TABLE 2. AGE OF RESPONDENTS

Age	Number n=50	Percentage
Under 18	4	8
18 to 21	3	6
22 to 28	15	30
29 to 35	12	24
36 to 50	7	14
51 to 65	7	14
Over 65	2	4

TABLE 3. MARITAL STATUS

Status	Number n=50	Percentage
Single	5	10
Married	33	66
Separated	2	4
Divorced	4	8
Widowed	6	12

Table 4 shows the number of people in the household (including the respondent). The households ranged in size from 1 to 12 people. The median number for households was four people. Eighty percent of the respondents had 6 or less people in the household.

TABLE 4. NUMBER OF PEOPLE IN HOUSEHOLD

Number of People	Number n=50	Percentage
1-3	22	44
4-6	18	36
7-9	6	12
10-12	4	8

Income was divided into six categories ranging from under $3,000 to $15,000 or more. All fifty women in the sample indicated one of the first three categories ranging from under $3,000 to $9,000. Forty-four percent of the sample indicated that their families' income was between $3,000 and $6,000. In many instances, the women had to guess at their families' income, perhaps making the responses to this question of little value. The fact that all of the women were included in the Community Development Program allowed the researcher to label these women as low-income. The only selection criteria for inclusion in the Community Development Program was income.

As Table 5 indicates, 40 percent of the women (20 respondents) completed high school; 30 percent of the women (15 respondents) has less than a high school education; and 30 percent of the women (15 respondents) continued their education beyond high school.

TABLE 5. PREVIOUS EDUCATIONAL ATTAINMENT

Last Grade Completed in School	Number n=50	Percentage
8 years or less	4	8
Partial high school	11	22
Completed high school	20	40
Business or trade school	5	10
Community or junior college	1	2
Some college	5	10
Completed college	4	8

The employment status of rural low-income women was evenly distributed in two categories: employed and not employed. Fifty-two percent of the women (26 respondents) were not employed and 48 percent of the women (24 respondents) were employed regularly for pay. Employment includes part-time and full-time work, inside or outside the home, that is performed on a regular basis for pay. The assumption is made that all women do housework.

Sixty-two percent of the women (31 respondents) participated in some form of volunteer work. Thirty-eight percent of the women (19 respondents) were not involved in volunteer work. The amount of time spent in volunteer activities was not determined.

The women were asked if they expected to be employed in the future. Sixty-eight percent of the women (34 respondents) expected to be employed in the future and 32 percent (16 respondents) did not expect to be employed in the future.

Objective 2: Interests of Rural Low-Income Women

The second objective of the survey was to identify what subject areas rural low-income women are interested in learning. The women in this survey were asked three questions about areas in which they would like to learn more.

The first question asked them to indicate subject or skill areas they would be interested in learning about and they were not limited as to the number they chose. The second question asked for subject areas of interest that may have been omitted from the list of subject areas. There were no responses to this question. The third question asked them to choose from the same list of subject areas, four areas which they would be interested in learning in priority order. The first question supplies general information about the women's interests; the third question indicates the areas women felt were most important.

Table 6 shows the data from the first question. There were 25 major subject areas which included a total of 165 specific and write-in options. The total number of interests selected by the sample was 1217. The range of interests was from 2 to 63. This table indicates the number of items circled within each category, the number of women who circled at least one item in each area, and the percent of women.

In this set of data, the first ten most frequently selected areas covered a wide variety of interests related to the home and family including: food and nutrition, community services, consumer education, gardening, housing, furniture and equipment, child development, family relationships, financial matters, money management, and textiles and clothing.

Table 7 presents the data when selection was limited to four choices. The first nine most frequently selected areas of interest were still related to the home and family but there was also an emphasis on hobbies and recreation. The areas most frequently selected were community services, textiles and clothing, arts, child development, crafts, food and nutrition, automobile, money management, and physical fitness.

Table 8 shows the order of frequency for the two questions. The number shown under the "limited choice of area" is the total number of times the area was selected, regardless of whether it was first, second, third, or fourth choice. The changed rank orders shown in this table are important for the planning of programs or courses.

TABLE 6. SELECTION OF INTEREST AREAS (NUMBER OF AREAS UNLIMITED)

Subject or Skill Area	Number of Times Circled	Number of Women Circling At Least One	Percentage of Women
AGRICULTURE	14	11	22
Dairy (1)			
Orchard (3)			
Poultry (0)			
Vegetables (7)			
Crops (1)			
Other (2)			
ARTS	48	26	52
Painting (12)			
Drawing (13)			
Etching (4)			
Sculpture (4)			
Photography (11)			
Filmmaking (2)			
Other (2)			
AUTOMOBILE	20	20	40
Learning to drive (10)			
Auto Mechanics (10)			
Buying a car (0)			

TABLE 6. Continued

Subject or Skill Area	Number of Times Circled	Number of Women Circling At Least One	Percentage of Women
BASIC EDUCATION	23	19	38
Reading (3)			
Speed reading (6)			
Basic mathematics (3)			
Writing (5)			
English language training (5)			
Other (1)			
BUSINESS SKILLS	34	22	44
Typing (6)			
Accounting (5)			
Bookkeeping (9)			
Secretarial (13)			
Other (1)			
CHILD DEVELOPMENT	81	32	64
Childbirth (6)			
The newborn baby (6)			
Child care (11)			
Play and playthings (5)			
The child and clothing (6)			
Discipline (14)			
Children with handicaps (18)			
Parent effectiveness (14)			
Other (1)			
ADOLESCENT DEVELOPMENT	54	27	54
Parent-teenager conflicts (13)			
Today's teenager and dating (6)			
Teenage spending (4)			
Juvenile delinquency (10)			
The pregnant teenager (8)			
Problems teenagers face in early marriage (12)			
Other (1)			
COMMUNITY SERVICES	102	36	72
Child care services (14)			
Family services (10)			
Health services (15)			
Consumer services (13)			
Financial services (8)			
Educational services (13)			

TABLE 6. Continued

Subject or Skill Area	Number of Times Circled	Number of Women Circling At Least One	Percentage of Women
Nutritional services (13)			
Services for the aging (14)			
Other (2)			
CONSUMER EDUCATION	99	36	72
Food stamps (6)			
Comparative shopping (16)			
Unit pricing and buying food (15)			
Cost of rearing children (7)			
Financing education (8)			
Food labeling (13)			
Misleading advertising (15)			
Acts and agencies that protect consumers (18)			
Other (1)			
COSMETOLOGY	23	13	26
Beauty culture (7)			
Hair cutting (8)			
Hair styling (8)			
CRAFTS	52	22	44
Ceramics (8)			
Weaving (8)			
Pottery (13)			
Macrame (7)			
Woodworking (7)			
Basket making (6)			
Other (3)			
EDUCATION	11	8	16
Teacher training (5)			
Kindergarten (3)			
Elementary (1)			
Secondary (1)			
College (1)			
ENVIRONMENTAL STUDIES	19	11	22
Ecology (7)			
Conservation (12)			

TABLE 6. Continued

Subject or Skill Area	Number of Times Circled	Number of Women Circling At Least One	Percentage of Women
FAMILY RELATIONSHIPS	50	32	64
Family planning (4)			
Parent effectiveness (8)			
Adoption (6)			
Aging (8)			
The pregnant teenager (5)			
Illness and disability (2)			
Annulment, separation and divorce (5)			
Working mothers and home responsibilities (6)			
Multiple roles of individuals and family members (5)			
Other (1)			
FINANCIAL MATTERS	60	31	62
Planning for retirement (9)			
Taxes (11)			
Insurance (7)			
Social security (6)			
Legal matters (20)			
Inflation (7)			
FOOD AND NUTRITION	121	38	76
Food preparation (8)			
Gourmet cooking (9)			
Planning nutritious meals (20)			
Food and aging (9)			
Obesity in childhood (7)			
Food fads and fallacies (4)			
Weight control (16)			
Organic foods (10)			
Convenience foods (7)			
Meals in a hurry (9)			
Canning and preservation (21)			
Other (1)			
GARDENING	67	35	70
House plants and terrariums (19)			
Vegetables (19)			
Berries (16)			
Flower arranging (12)			
Other (1)			

TABLE 6. Continued

Subject or Skill Area	Number of Times Circled	Number of Women Circling At Least One	Percentage of Women
HEALTH	45	25	50
Routine health practices (13)			
Drugs and alcoholism (11)			
Health resources of the community (12)			
Health insurance plans (9)			
HOUSING, FURNITURE AND EQUIPMENT	76	33	66
Home improvements (16)			
Home decorating (15)			
Home repairs (20)			
Selection of home furnishings (3)			
Selection of equipment and appliances (2)			
Consumer decisions related to housing (7)			
Types of housing available (1)			
Buying a house (7)			
Renting (5)			
MEDICAL TECHNOLOGY	6	6	12
X-ray technician (0)			
Dental assistant (4)			
Other (2)			
MONEY MANAGEMENT	67	30	60
Financial planning (20)			
Credit-loans (5)			
Saving for the future (13)			
Insurance and taxes (12)			
Mortgages (7)			
Decision making (10)			
NURSING	10	10	20
LPN (0)			
RN (1)			
Nurse's aid (8)			
Other (1)			
OCCUPATIONAL DEVELOPMENT	16	10	20
Counseling services available (6)			
Occupational choices, manpower projections (4)			
How to apply for jobs (4)			
Career planning (2)			

TABLE 6. Continued

Subject or Skill Area	Number of Times Circled	Number of Women Circling At Least One	Percentage of Women
PHYSICAL FITNESS	40	19	38
Swimming (15)			
Self defense (4)			
Exercises (12)			
Sports (2)			
TEXTILES AND CLOTHING	79	29	58
Clothing care (4)			
Buying fabrics (9)			
Learning to sew (17)			
Tailoring (10)			
Upholstery (16)			
Consumer information about textile products (5)			
Remaking clothing and alterations (10)			
Sewing equipment (4)			
Fabric flammability (4)			

(See Tables 7 and 8)

Consumer education, which was ranked second on the unlimited choice, drops to fifteenth when the women indicated priorities. Family relationships and financial matters also dropped significantly when women were limited in selection. In the reverse direction, textiles and clothing moves from tenth to second position when priorities were asked for. Similarly, arts, crafts, child development, automobile, and physical fitness moved up significantly.

A high interest in home and family was also found among women in the Coolican, Botsman, and Carp, Peterson, and Roelfs studies. The Johnstone and Rivera study revealed a high participation rate among women in the areas of home and family and hobbies and recreation.

Objective 3: Reasons Why Rural Low-Income Women Are Interested in Learning

The third objective of this study was to identify reasons why rural low-income are interested in learning. The women in the survey were asked several questions concerning

TABLE 7. SELECTION OF FOUR AREAS IN WHICH RURAL LOW-INCOME WOMEN WOULD LIKE TO UNDERTAKE FURTHER STUDY

Subject or Area	Choices 1st	 2nd	 3rd	 4th	 Total
Agriculture	0	0	0	3	3
Arts	6	5	0	2	13
Automobile	2	4	3	1	10
Basic Education	1	4	1	0	6
Business Skills	4	1	3	1	9
Child Development	3	4	4	2	13
Adolescent Development	4	2	1	1	8
Community Services	7	2	6	3	18
Consumer Education	0	0	4	2	6
Cosmetology	0	3	0	0	3
Crafts	3	1	4	5	13
Education	0	1	1	0	2
Environmental Studies	0	1	0	1	2
Family Relationships	5	1	0	1	7
Financial Matters	1	2	2	0	5
Food and Nutrition	1	3	3	6	13
Gardening	3	1	2	3	9
Health	0	2	1	1	4
Housing, Furniture and Equipment	1	3	2	3	9
Medical Technology	0	0	0	0	0
Money Management	3	3	3	1	10
Nursing	3	0	1	0	4
Occupational Development	0	1	1	1	3
Physical Fitness	0	2	1	7	10
Textiles and Clothing	3	4	6	4	17

TABLE 8. COMPARISON OF CHOICES OF SUBJECT AREAS BY RURAL LOW-INCOME WOMEN UNDER CONDITIONS OF LIMITED AND UNLIMITED CHOICE

	Unlimited Choice of Areas			Limited Choice of Areas		
Subject or Skill Area	Rank	Number of Women	Percent	Rank	Number of Women	Percent
Food and Nutrition	1	38	76	3.25	13	26
Community Services	2.5	36	72	1	18	36
Consumer Education	2.5	36	72	15.5	6	12
Gardening	4	35	70	10.3	9	18
Housing, Furniture	5	33	66	10.3	9	18
Child Development	6.5	32	64	3.25	13	26
Family Relationships	6.5	32	64	14	7	14
Financial Matters	8	31	62	17	5	10
Money Management	9	30	60	7.3	10	20
Textiles and Clothing	10	29	58	2	17	34
Adolescent Development	11	27	54	13	8	16
Arts	12	26	52	3.25	13	26
Health	13	25	50	18.5	4	8
Business Skills	14.5	22	44	10.3	9	18
Crafts	14.5	22	44	3.25	13	26
Automobile	16	20	40	7.3	10	20
Basic Education	17.5	19	38	15.5	6	12
Physical Fitness	17.5	19	38	7.3	10	20
Cosmetology	19	13	26	20.3	3	6
Agriculture	20.5	11	22	20.3	3	6
Environmental Studies	20.5	11	22	23.5	2	4
Nursing	22.5	10	20	18.5	4	8
Occupational Develop.	22.5	10	20	20.3	3	6
Education	24	8	16	23.5	2	4
Medical Technology	25	6	12	25	0	0

their involvement in adult education activities and reasons for their participation.

The women were asked whether, in the past two years, they had been involved in any kind of educational course or program especially set up for adults. This activity could have been in the form of attending traditional classes, correspondence courses, private lessons, on-the-job training, self-instruction, conferences or workshops, or educational television and radio in which the purpose was to learn. Of the fifty women, 34 percent (17 respondents) had been involved and 66 percent (33 respondents) had not been involved in adult learning activities. The researcher probed further to determine the actual course or program participated in by the seventeen women who indicated involvement in an adult educational activity. These findings served the purposes of the NORPCEG project and the Community Development Program and are not discussed here. Since the number of participants was small, the researcher believes that the results cannot be generalized to rural low-income women.

Those that participated (17 women) were asked to indicate, from a list of five items, the reasons why they participated in the adult educational activity. The number of reasons selected was unlimited. The results are presented in Table 9. For these women, two major reasons given for participating were for general information and as a leisure time activity.

TABLE 9. REASONS FOR TAKING THE COURSE OR PROGRAM

Reason	Number n=17
General information	7
Improve or advance in job	4
Get a new job	4
Community activity	3
Leisure time activity	7

The women were asked if they would be interested in taking a course toward a diploma, degree, or certificate. Sixty percent (30 respondents) indicated they would not be interested in taking a course for credit. The remaining 40 percent (20 respondents) indicated an interest in credit for learning. The researcher probed those that indicated an interest in credit to determine what kinds of credit they had in mind. Five women were interested in high school equivalency or diploma and another 5 respondents were interested in fulfilling requirements toward a bachelor's degree. The remaining women were interested in credit in nursing, associate of arts degree, graduate study, beauty school, secretarial, and social work.

The respondents were also asked if they would be interested in bringing their family to one place where a variety of children's and adult's educational programs would be offered separately but at the same time and in the same building. An educational center such as this could possibly be a reason for participation in adult educational activity. Table 10 shows the findings from this question. More than half of the respondents expressed interest and a desire to use a family educational center.

TABLE 10. INTEREST IN FAMILY EDUCATION CENTER

	Number n=50	Percentage
No	11	22
Yes, would use personally	28	56
Yes, for use by others	11	22

Objective 4: Methods for Learning

The fourth objective of this survey was to identify methods rural low-income women preferred for learning. The women were asked two questions concerning methods and time for learning.

Table 11 shows the frequency of responses to the methods of learning listed. When the choices are looked at, irrespective of whether they were first, second, or third choice, the most popular methods were lectures or classes, on-the-job training, and short conferences or workshops. It is interesting to note that on-the-job training was the most frequently chosen first and third choice.

(See Table 11)

Rural low-income women tend to prefer traditional methods of learning. The reason for this may be lack of experience with less conventional or non-traditional forms of learning.

TABLE 11. HOW RURAL LOW-INCOME WOMEN WOULD WANT TO LEARN (SELECTION OF METHODS LIMITED TO THREE)

Methods	Choices			
	1st	2nd	3rd	Total
Lectures or classes	8	10	7	25
Short conferences or workshops	10	6	5	21
TV or radio course	8	5	5	18
Lessons from a private teacher	2	5	6	13
Discussion groups	4	11	4	19
Study on my own	4	7	6	17
On-the-job training	11	3	10	24
Correspondence course	3	2	6	11

The Botsman, Johnstone and River, and Carp, Peterson and Roelfs studies also found a preference for traditional methods of study. The Coolican study, however, showed a high incidence of self-planned learning and less formal learning among her women.

The women were also asked a question about how often they would want to study or learn. A list of nine time periods was given and the respondents were not limited in selection, thus, any combination of times could have been chosen. Two times frequently chosen were one or two evenings a week and one morning or afternoon a week. A significant number of women indicated that how often they studied would depend to a large extent on the method used and the subject being studied. Therefore, it is difficult to generalize about the findings of this question.

Objective 5: Barriers to Learning

The fifth objective of this study was to identify the barriers to participation in programs of adult education that rural low-income women perceive.

Table 12 shows the frequency of responses to the barriers or obstacles to learning listed. Selection was limited to the three most important barriers. It can be seen that "costs too much", "lack of spare time", and "family responsibilities" were the most frequently cited barriers. Other important barriers were "lack of transportation" and "lack of child care". The items least mentioned included "registration requirements" and "dislike learning". "Discrimination because of sex" was not seen as an obstacle.

"Lack of motivation" and "lack of information" were cited several times in the "other" category. This indicates a limitation of the question; if these two responses had been among the choices on the questionnaire perhaps more women would have seen them as barriers to their participation.

The studies reviewed in Chapter II also found cost, time, and family responsibilities as barriers to participation.

TABLE 12. BARRIERS PERCEIVED BY RURAL LOW-INCOME WOMEN AS STOPPING THEM FROM LEARNING (SELECTION OF BARRIERS LIMITED TO THREE)

Barriers	Choices 1st	2nd	3rd	Total
Costs too much	19	6	11	36
Programs do not meet my needs	1	3	2	6
Lack of transportation	5	8	5	18
Registration requirements	0	2	0	2
Dislike learning	2	0	0	2
Time of day programs are offered	2	3	5	10
Lack of spare time	9	11	4	24
Lack of child care	6	6	2	14
Family responsibilities	2	8	12	22
Discrimination because of sex	0	0	0	0
Other				
Lack of motivation	2	1	2	5
Lack of information about existing programs	2	2	2	6

Objective 6: Age Differences of Respondents

The sixth objective of this study was to identify differences among the responses of rural low-income women of different ages. For the purpose of subsequent analyses, the age categories were combined into three broad categories as follows: 1) 17 to 28 (22 respondents), 2) 29 to 50 (19 respondents), and 3) 51 and over (9 respondents). The first category includes the childbearing years; the second, the childrearing years, and the third, includes an age span when there may be a decline in family responsibilities.

Women in the youngest age group participated the least in adult educational activities. However, the youngest age group was interested in taking courses for credit. The oldest age group was not interested in learning for credit. Those that participated in volunteer activities were 29 or older. Appendix B provides tables relating to previous participation in adult educational activity, interest in credit, participation in volunteer work, and interest in future employment.

The differences among responses between age groups were not very significant because of the small sample size and the unequal distribution of respondents in each category. There were no significant differences found between the age groups in relation to how they wish to learn or in barriers to participation. A detailed analysis of the age differences in relation to these responses is also provided in Appendix B.

Table 13 shows the distribution of responses for the nine most frequently selected areas of learning when respondents were limited to four selections. As age increases, there is a decrease of interest in arts, crafts, child development, automobile, and physical fitness. However, with an increase in age, there is an increase in interest in community services.

(See Table 13)

Objective 7: Employment Status Differences of Respondents

The seventh objective of this study was to identify differences among the responses of rural low-income women of different employment status. The employment status was evenly distributed in two categories, employed and not employed.

Women who were not employed were less likely, than those employed to participate in adult educational activities. On the other hand, women that were employed were

TABLE 13. SUBJECT AREAS MOST FREQUENTLY SELECTED BY AGE GROUPS

Subject or Skill Areas	17 to 28 n=22	29 to 50 n=19	51+ n=9
Community services	5	5	8
Textiles and clothing	5	6	6
Arts	6	5	2
Child development	8	4	1
Crafts	9	3	1
Food and nutrition	5	4	4
Automobile	7	3	0
Money management	3	5	2
Physical fitness	5	5	0

less likely to have an interest in courses for credit. Perhaps desire for credit was evident among those not employed because credit or a degree may lead to employment. Unemployed women were less likely to participate in volunteer work than women that were employed. As expected, those that were employed were interested in employment in the future. Appendix B provides tables relating to previous participation in adult educational activities, interest in credit, participation in volunteer work and interest in future employment.

Employed women preferred on-the-job training and conferences or workshops. The unemployed women preferred lectures or classes, self instruction, and TV or radio courses. There were no significant differences found between the employment status in relation to perceived barriers to participation. A detailed analysis of the employment status differences in relation to these responses is also provided in Appendix B.

Table 14 shows the distribution of responses for the nine most frequently selected areas of interest when respondents were limited to four selections. The employed women were more interested in textiles and clothing and child development. Those that were not employed were more interested in crafts and the automobile.

TABLE 14. SUBJECT AREAS MOST FREQUENTLY SELECTED BY EMPLOYMENT STATUS GROUPS

Subject or Skill Areas	Employed n=24	Not Employed n=26
Community services	8	10
Textiles and clothing	10	7
Arts	7	6
Child development	8	5
Crafts	5	8
Food and nutrition	7	6
Automobile	2	8
Money Management	4	6
Physical Fitness	5	5

Objective 8: Level of Previous Education

The final objective of this study was to identify differences among the responses of rural low-income women with varying levels of previous education. For the purpose of subsequent analyses, the education categories were combined into three broad categories: 1) less than high school (15 respondents), 2) high school education (20 respondents), and 3) more than high school (15 respondents).

Women with a high school education or beyond participated in adult education activities more than those with less than a high school education. Women in all three categories were equally interested in taking courses for credit. Three-fourths of the women who participated in volunteer work had a high school education or more. As level of education increased, there was an increase in interest in future employment. Appendix B provides tables relating to previous participation in adult educational activity, interest in credit, participation in volunteer work, and interest in future employment.

There were no significant differences found between the level of previous education in relation to how they wish to learn. All three categories indicated "costs too much" as an important obstacle to learning. Women with less than a high school education were the only respondents who chose "registration requirements" and "dislike learning" as barriers to participation. Most likely, they chose "registration requirements" due to lack of a high school diploma and "dislike learning" may be the reason for the lack of diploma. The more education the women had, the more likely they were to choose "lack of spare time" and "family responsibilities". A detailed analysis of the level of previous education in relation to these responses is also provided in Appendix B.

Table 15 shows the distribution of responses for the nine most frequently selected areas of learning when respondents were limited to four selections. As level of education increases, interest in food and nutrition decreases. Women with more than a high school education were less interested in child development.

The summary of results, the conclusions, and the implications will be discussed in Chapter V.

TABLE 15. SUBJECT AREAS MOST FREQUENTLY SELECTED BY LEVEL OF PREVIOUS EDUCATION

Subject or Skill Area	-H.S. n=15	H.S. n=20	+H.S. n=15
Community services	5	6	7
Textiles and clothing	4	8	5
Arts	4	5	4
Child development	5	6	2
Crafts	3	4	6
Food and nutrition	6	4	3
Automobile	5	1	4
Money management	3	4	3
Physical fitness	4	4	2

Under the Higher Education Act of 1965, Title I, New York State developed a plan for community services and continuing education programs. The aims were to provide continuing educational opportunity to poor and disadvantaged adults and to develop a comprehensive coordinated statewide system of postsecondary continuing education.

The Associate Colleges of the St. Lawrence Valley launched a project in the Northern Region of New York State to aid the development of this statewide postsecondary continuing education system. The author's research, which will be part of the Northern Region Project, examined the continuing education needs and interests of rural low-income women. The author's study attempted to provide a picture of the needs and interests of this educationally disadvantaged group of adults so that adult education programs could be more responsive to their needs.

A questionnaire was administered to a systematic random sample of 50 women residing in rural areas of St. Lawrence County. All the women were included in the Community Development Program which allowed them to be labeled as low-income.

More than half of the respondents were between 22 and 35 years of age. Two-thirds of all the women were married and three-fourths of the women reported 6 or less people in their households. Seventy percent of the sample had a high school education or beyond. One-half of the respondents were employed regularly for pay. More than half of the women were involved in volunteer work. Approximately seventy percent of the women expected to be employed in the future.

The women were interested in learning subject or skill areas related to the home and family and hobbies and recreation. The respondents indicated an interest in learning more about community services, textiles and clothing, arts, crafts, child development, food and nutrition, automobile, money management, and physical fitness. The women were interested in gaining knowledge and skill which was useful and relevant to their lives.

Within the past two years, 17 women participated in some form of educational course or program especially set up for adults. The reasons these women participated were mainly for general information and as a leisure time activity. When asked if the women would be interested in taking courses for credit toward a diploma, degree, or certificate, more than half of the respondents indicated no interest in receiving credit for learning. The women were interested in learning for the sake of knowledge rather than learning for credit toward a degree. More than half of the women were interested and expressed a desire to use a family education center where a variety of children's and adult's programs would be offered separately but at the same time and in the same building.

Rural low-income women prefer traditional methods of learning. Most of these women have had little exposure to or experience with other methods of learning. However, traditional education often presents barriers to participation due to its requirement of physical presence in the classroom, prerequisite courses and accumulation of credits toward a degree, and cost. Rural areas are geographically isolated from adult education facilities. The women also indicated a preference for short conferences or workshops and on-the-job training.

The barriers which women perceived as preventing them from participating were "costs too much", "lack of spare time", and "family responsibilities". The women also indicated "lack of transportation" and "lack of child care".

The variables of age, employment status, and previous education were analyzed to determine factors influencing responses. Women that did not participate in adult education programs were characterized by their young age, unemployment, and less than a high school education. However, the youngest age group and the unemployed showed interest in taking courses for credit. Those over 50 years of age were not interested in credit.

Those that participated in volunteer work were more likely to be employed, 29 years or older and had educational attainment of high school or beyond. The women that expected to be employed in the future were under 50 years of age, and presently employed. Half of the women with less than a high school education were interested in future employment. The majority of those with a high school education or beyond expected to be employed in the future.

As age increased, there was a decline in interest in arts, crafts, child development, automobile, and physical fitness. In the reverse direction, interest in community services increased with age. Employed women showed more of an interest in textiles and clothing and child development. The unemployed showed a high interest in the automobile and crafts. As the level of education increased, there was a decline of interest in food and nutrition and child development.

Lectures and classes were preferred methods for learning. On-the-job training took high preference among those that were employed, had a high school education, and were between 29 and 50 years of age. Unemployed women were interested in studying on their own and by TV or radio courses.

Cost was a major barrier to participation for all women. Lack of spare time was more of an obstacle for women that were young, employed, and had a high school education or beyond. Family responsibilities prohibited participation for women 29 to 50 years of age, unemployed, and with high school education or beyond. Lack of transportation restricted younger women and those with less than a high school education. Lack of child care was an obstacle for unemployed and younger women. Respondents with less than a high school education were the only women indicating registration requirements and dislike learning as obstacles to learning.

Conclusions

1. Rural low-income women are interested in learning. Their interests include a variety of subject areas, especially related to the home and family and hobbies and recreation.
2. Needs and interests change as women grow older.
3. Participation in adult education is associated with previous educational attainment. As level of education increases, the degree of participation rises.
4. Rural low-income women require financial assistance to continue their education.
5. Women are prohibited from continuing their education by family responsibilities and lack of child care.
6. Rural low-income women desire to combine work and home life.
7. Rural low-income women require information about existing programs and services.
8. The family education center is a possible means of reaching rural low-income women and their families.

Implications

The maintenance, improvement, and extension of continuing education depends on an exchange of information between the learners and the adult educators and planners. Those providing adult education programs must assess the educational needs of the people they are serving in order to make the appropriate program and policy decisions.

Continuing education for women needs to be accessible, appropriate, and flexible in order to fit into their lifestyles. Programs require individualization in terms of instruction, scheduling, and content.

Adult education programs should be directed and staffed by adults knowledgeable about teaching disadvantaged adults. Cooperation among institutions and organizations can help in effectively meeting community and individual needs. This would require coordination of facilities and resources.

The importance of home visits, face-to-face communication, and personal contact are essential ingredients in attempting to gain cooperation and participation of rural low-income women in the programs designed for them.

Rural low-income women may require a patient but persistent approach since they may lack experience with helping agencies, services, and institutions.

Rural low-income women require counseling in clarifying goals, selecting and organizing learning experiences, and evaluating progress.

Information about existing services can be communicated through the Neighborhood Center, direct mailings, church bulletins, community clubs, word-of-mouth, radio, newspapers, television, bulletin boards in public places such as grocery stores and laundromats.

Financial aid should be made available in the form of fellowships, scholarships, and school financial aid.

Part-time employment and educational opportunities would encourage women to combine education, work, and family.

Adequate child care services would facilitate participation in education. Institutions or organizations could sponsor child care or assist women in establishing cooperative child care.

Well-planned volunteer work should require the full use of a woman's talent and abilities, making the experience benefit the individual as well as the organization.

Educators should strive to facilitate the self-planned learning efforts of adults. Exposure to resources and facilities will assist adults in helping themselves. If women experience success there will be a consequent spur in motivation and ambition.

The establishment of a family education center within the physical boundaries of the women would make programs accessible, appropriate, and less threatening than if travel to programs in places alien to them had been required.

Assisting women to achieve a sense of personal growth is a step in developing the potential of women who can contribute significantly to society.

Need for Further Research

This information concerning continuing education needs and interests is important when planning educational programs designed for rural low-income women. Further research needs to be conducted in the following areas:

Interests:

Why are rural low-income women interested in learning in particular areas?

To what extent do rural low-income women plan their own learning projects?

What are the factors that motivate women to learn?

Methods:

What are the opportunities that exist for women to learn at home?

What methods appeal to women who wish to learn at home?

Resources:

What resources exist for self-planned learning?

What are the resources needed to enhance and facilitate self-planned learning?

Institutions and Organizations:

To what degree are life experiences incorporated into programs of study?

To what extent do admission policies, degree requirements, and policies on transferring credit restrict rural low-income women from participating?

Do institutions and organizations evaluate and expand their programs based on research concerned with adult needs and interests?

Needs Assessment:

Are the interests and needs of rural low-income women the same in other geographic locations?

Are there similar needs and interests among other educationally disadvantaged groups of adults?"

7.7 SURVEY OF LIBRARIES AND LIBRARIANS

Major sources of non-collegiate adult continuing education in the region are the various libraries. In addition to the college and school libraries, there are numerous small public libraries that serve their local communities. The libraries and the librarians offer several programs that are informal. Other programs are formally related to collegiate continuing education programs. The libraries serve as a valuable resource for those persons who participate in correspondence courses, Regents External Degree programs and other such individualized, independent learner programs. With the increasing emphasis on lifelong learning, the libraries are becoming more important as learning resources. It becomes evident that the education of librarians to this new role gains more and more importance.

In cooperation with the North Country Reference and Research Resources Council, it was decided to conduct a survey of the educational needs of the library personnel. The survey, in the form of two written questionnaires, combined with a few interviews of librarians, was designed to inventory the educational programs that were needed or thought to be needed for upgrading skills through in-service training and other professional means.

One questionnaire was designed to be distributed only to the head librarian or to the administrator of a library. The second questionnaire was designed to be distributed to all professional personnel in the libraries. Because the North Country Reference and Research Resources Council serves seven counties, Clinton, Essex, Franklin, Jefferson, Lewis, Oswego and St. Lawrence, it was decided to distribute the questionnaires to all libraries in these counties. The questionnaires were designed and distributed with the help of the North Country Reference and Research Resources Council. The questionnaires were distributed to 126 libraries. There were 545 responses.

This report will rely heavily on a display of the statistics obtained in response to each question. Following the summary description, a complete questionnaire is included with the results on each question noted.

Some of the salient points shown in the survey of all librarians are as follows:

- most library personnel (43%) have attained only a high school education, even though many (30%) have a masters degree or its equivalent;

- 67% of the library staff have completed no formal training in certificate or degree-oriented programs;

- only 39% of the library staff have spent 5 or more years in their present library, although 58% of the staff have been in library work for at least 5 years;

- the most common methods of receiving continuing education have been conferences (39%), college lectures (35%) or correspondence courses;

- greatest interest in further education, however, was expressed in conferences (34%), in-service lectures (30%) or classes at a college (28%);

- outside of librarianship training, respondents appear to have utilized college classes (22%), conferences (14%) and independent study (14%) most frequently;

- the improvement of job performance shows up consistently as 1) the primary reason librarians have enrolled in further education, and 2) the primary reason librarians will enroll in the future. Personal satisfaction is regularly cited as the second most important motivation;

- the Canton-Potsdam area appears to be the most convenient site for courses and programs;

- topics for further education that received strongest expressions of interest were: 1) public relations and budgeting in library administration, 2) audio-visual materials and cataloging in technical services, and 3) audio-visual materials, circulation and computer usage for data retrieval in render services.

Some of the important points shown by the survey of the head librarians are as follows:

- personal training for themselves was seen as a priority by 34% of the library heads, with public relations training as a close second (33%) in the area of library administration. In technical services, strong interest was shown in audio-visual materials (57%) and in the preservation of library materials (31%). In render services, this group saw the greatest need for training with respect to audio-visual materials (42%), reference (41%), children and young adults (40%) and library user instruction (39%);

- only three libraries provide any of their own in-service training.

Several conclusions can be drawn from the results of the two survey instruments. Although there is no library sciences program in any of the institutions in the region, some of the colleges in the region could offer librarians programs such as Systems Analysis, Public Relations, Personnel Training and Budgeting through the existing departments or as non-credit programs of the libraries. Similarly, education communications and computer science departments such as those at Potsdam could offer appropriate coursework. To relate the programs directly to libraries will, however, probably require the involvement of some professional librarians and library scientists specializing in the noted topics.

SURVEY OF LIBRARY PERSONNEL

In answering questions in this questionnaire, if any of the questions do not refer to you, please skip them.

1. Name of Library ______________________________

Address of Library ____________________________

	(Please circle)	Resp. in %
2. County:		
Clinton	1	36 %
Essex	2	5
Franklin	3	4
Jefferson	4	18
Lewis	5	2
Oswego	6	9
St. Lawrence	7	26
3. Type of Library:		
Academic	1	74 %
Public	2	21
Special	3	5
4. What is your age as of today?		
Under 18	1	19 %
18 to 21	2	2
22 to 28	3	17
29 to 35	4	14
36 to 50	5	28
51 to 65	6	19
Over 65	7	1
5. What is your sex?		
Female	1	90 %
Male	2	10

SURVEY OF LIBRARY PERSONNEL (Continued)

6. Your highest academic qualifications are:

		Resp. in %
High School	1	43 %
Attended College	2	10.2
Associate Degree	3	1.9
Bachelor's or Equivalent	4	10.5
Bachelor's plus 30 hours	5	4.1
Masters or Equivalent	6	29.5
Doctorate or Equivalent	7	0.3
Industrial or Technical Diploma	8	0.6
Other	9	-

7. Your highest library training is:

		Resp. in %
Certificate or Diploma Program	1	10 %
Associate Degree - L.S. or Equiv.	2	0.2
B.S. in Library Science or Equiv.	3	3.5
M.L.S. or Equivalent	4	18.9
Ph.D. in L.S. or Equivalent	5	0.2
None	6	67.2

8. Years in the field of libraries:

In the present library:

		Resp. in %
1 to 5 years	1	61.3%
5 to 10 years	2	24.7
10 to 15 years	3	10
Over 15 years	4	4.1

9. In the library field:

		Resp. in %
1 to 5 years	1	42.3%
5 to 10 years	2	31.1
10 to 15 years	3	16.6
Over 15 years	4	10

10. Which of the following types of continuing education in the library field have you attended in the last 5 years?

		Resp. in %
In-service lectures or classes	1	22 %
Lectures or classes at coll. or univ.	2	35
Correspondence course	3	35
Conferences, institutes, workshops	4	39
TV or radio courses	5	12
Discussion groups	6	29
Study on my own, no form. instr.	7	23
On-the-job training, internship	8	70
Other (specify)	9	2

SURVEY OF LIBRARY PERSONNEL (Continued)

11. There are many ways in which people can learn. Please indicate all the ways in which you would be interested in studying a given area.

	Resp. in %
In-service lectures or classes........1	30 %
Lectures or classes at coll. or univ..2	28
Correspondence course.................3	12
Conferences, institutes, workshops....4	34
TV or radio courses...................5	10
Discussion groups.....................6	22
Study on my own, no form. instr.......7	17
On-the-job training, internship.......8	20
Other (specify) ____________________...9	1

12. Please rank the following (1, 2, 3, etc., using 1 as the highest priority) in terms of what you feel to be the reasons you have enrolled or might enroll in these programs.

Improve job performance...............	1
Increase chances for promotion........	3
Retrain for another job...............	4
Personal satisfaction.................	2
Other (specify) ____________________...	

13. Outside the field of librarianship, what types of courses have you attended in the past 5 years?

In-service lectures or classes........1	8 %
Lectures of classes at coll. or univ..2	22
Correspondence course.................3	1
Conferences, institutes, workshops....4	14
TV or radio courses...................5	1
Discussion groups.....................6	10
Study on my own, no form. instr.......7	14
On-the-job training, internship.......8	3
Other (specify) ____________________...9	3

14. Please rank the following (1, 2, 3, etc., using 1 as the highest priority) in terms of what you feel to be the reasons you have enrolled or might enroll in this program.

Improve job performance...............	1
Increase chances for promotion........	3
Retrain for another job...............	4
Personal satisfaction.................	2
Other (specify) ____________________...	

SURVEY OF LIBRARY PERSONNEL (Continued)

15. For what reasons were you taking these courses?

		Resp. in %	
		YES	NO
Improve job performance	1	19%	81%
Increase chances for promotion	2	7	93
Retrain for another job	3	5	95
Personal satisfaction	4	23	77
Other (specify) ____________	5	-	-

16. What are the most convenient towns to which you would be willing to travel to attend courses?

		Resp. in %
Albany	1	4%
Canton	2	18
Potsdam	3	19
Ogdensburg	4	9
Massena	5	6
Malone	6	8
Watertown	7	13
Plattsburgh	8	13
Oswego	9	7
Lowville	10	5
Saranac Lake	11	8
Syracuse	12	9
Other ____________	13	-

17. Have you conducted or would you be willing to conduct any training or programs in the library field?

		Resp. in %
Yes	1	10%
No	2	32
No Response	3	58

If YES, please specify ____________

18. What is your primary area of responsibility?

		Resp. in %
Administration	1	22 %
Reader Services	2	49.0
Technical Services	3	20.2
Other ____________	4	8.8

SURVEY OF LIBRARY PERSONNEL (Concluded)

19. In which of the following areas do you desire further education?

		Resp. in No.
1. Library Administration		
Systems Analysis	1	101
Public Relations	2	174
Personnel and training	3	91
Budgeting	4	130
Cooperation between libraries	5	40
Other ______	6	-
2. Technical Services		
Acquisitions	1	92
Cataloging and classification	2	101
Preservation of library materials	3	32
Serials and binding	4	41
Audio-visual materials	5	142
Bibliographic data bases	6	71
Computer processes	7	98
Other ______	8	-
3. Reader Services		
Circulation	1	121
Reference	2	91
Interlibrary loan	3	87
Children and young adults	4	62
Information retieval by computer	5	111
Library user instruction	6	39
Bibliography	7	94
Audio-visual materials	8	132
Other ______	9	-

A SURVEY OF CONTINUING EDUCATION NEEDS OF LIBRARIES (HEAD LIBRARIAN)

1. Name of Library ______________________________

Address of Library ______________________________

2. County:

	(Please Circle)	Nos.	%
Clinton	1	8	
Essex	2	11	
Franklin	3	9	
Jefferson	4	17	
Lewis	5	7	
Oswego	6	2	
St. Lawrence	7	37	
No Response	8	2	

3. Type of Library:

Academic	1	51	
Public	2	37	
Special	3	5	

4. Personnel - how many? ______________________________

5. In which of the following areas do you desire further education?

1. Library Administration

Systems Analysis	1	18	19.3%
Public Relations	2	31	33.3
Personnel and training	3	32	34.4
Budgeting	4	22	23.7
Cooperation between libraries	5	21	22.6
Other ______________________________	6	5	5.4

2. Technical Services

Acquisitions	1	24	25.8%
Cataloging and classification	2	28	30.1
Preservation of library materials	3	29	31.2
Serials and binding	4	14	15.1
Audio-visual materials	5	53	57.0
Bibliographic data bases	6	12	12.9
Computer processes	7	15	16.1
Other ______________________________	8	1	1.1

A SURVEY OF CONTINUING EDUCATION NEEDS OF LIBRARIES (HEAD LIBRARIAN) (Concluded)

3. Reader Services

		Nos.	%
Circulation	1	14	14.3%
Reference	2	38	40.9
Interlibrary loan	3	9	9.7
Children and young adults	4	37	39.8
Information retrieval by computer	5	17	18.3
Library user instruction	6	36	38.7
Bibliography	7	10	10.8
Audio-visual materials	8	39	41.9
Other ______________________	9	3	3.2

6. Does your library provide in-service training?

Yes	1	22
No	2	71

7.8 INDUSTRIAL SURVEY

Three approaches were adopted to identify the educational needs of the personnel in industries.

1. A study of needs made by Doris Frazer by personaly visiting several industries.
2. A written questionnaire given to a random sample of industrial workers.
3. Interviews with labor union leaders conducted by the project director.

7.8.1 SURVEY OF INDUSTRIAL NEEDS

Mrs. Doris Frazer of the Technical Information Center at Clarkson College of Technology, under a sub-contract from the project, made a survey of 40 industrial plants out of a total of about 200 industrial plants in the region. An Industrial Management Questionnaire was used by her in her interviews to survey the educational needs of personnel from the viewpoint of the management. A second questionnaire called the Industrial Employee Interest Questionnaire was distributed to a select number of employees in the industrial plants. To supplement the survey information, individual and group interviews were conducted with labor union leaders.

LARGE INDUSTRIAL EMPLOYERS BY COUNTY:[1]

Franklin County	
Bombay	Bombay Slipper, Inc. Wolverine World Wide, Inc.
Malone	Wolverine World Wide, Inc. North Country Malone, Inc. Eliot & Hutchins
Tupper Lake	North American Rockwell Corp. O.W.D., Inc. Helen Whiting, Inc.
Jefferson County	
Carthage	Crown Zellerbach Corporation
Clayton	Combined Engineered Products Limited
Deferiet	St. Regis Paper Company

---

[1] Industrial Employees (By County) list from the Dept. of Commerce, State of New York, Northern Area Business Fact Book, 1972 Edition.

Herrings	Genesco, Inc.
LaFargeville	Crowley Foods, Inc.
Watertown	Black Clawson Company Chesebrough Pond's, Inc. Henry A. Enrich & Company General Signal Corporation Gould, Inc. Hall Ski Lift Company, Inc. Knowlton Brothers, Inc. Pacific Car & Foundry Company Scott & Fetzer Company Stebbins Engineering and Mfg.Co.
Lewis County	
Beaver Falls	Beaverite Products, Inc. J.P. Lewis Company Uniroyal, Inc.
Castorland	Climax Manufacturing Company
Lowville	AMF, Inc. Kraft Company Corporation Payne-Jones, Inc.
Lyons Falls	Georgia-Pacific Corporation
St. Lawrence County	
Covington	Joanna Western Mills Company
DeKalb	Corning Glass Works
Edwards and Balmat	St. Joe Minerals Corporation
Gouverneur	R. T. Vanderbilt Company, Inc.
Hailesboro	International Talc Company
Massena	Aluminum Company of America General Motors Corporation Reynolds Metals Company
Newton Falls	Newton Falls Paper Mill, Inc.
Ogdensburg	ACCO International, Inc. Diamond International Corporation Newell Manufacturing Company
Potsdam	Litchfield Park Corporation
Star Lake	Jones & Laughlin Steel Corp.

The following is the report from Doris Frazer of the survey through interviews of manufacturing plant managers or personnel directors.

"AN ASSESSMENT OF TRAINING NEEDS IN NORTH COUNTRY MANUFACTURING PLANTS"

BY DORIS FRAZER

The following report is based on a survey conducted in the spring of 1975 at forty manufacturing plants in Franklin, Lewis, Jefferson, and St. Lawrence counties in New York State. It was subsidized by the Northern Region Post-Secondary Continuing Education Group (a sub-group of Associated Colleges, Inc.), whose members represent educational units in northern New York State—nine colleges, BOCES, and other specific interest groups.

Reason for Study

The Survey was conducted to find out:

1) what training is now being done in the manufacturing plants located in this area;

2) what management personnel consider to be the most important needs for additional training programs; and

3) what educational institutions might do to more closely meet the needs of industrial employees and management.

Method of Survey

A preliminary statistical analysis of industry in the four-county area, done by the Clarkson Technical Information Center in May, 1974, shows that there are approximately 200 industrial plants in the North Country:

St. Lawrence County	90
Jefferson County	70
Franklin County	25
Lewis County	15

The vast majority of these companies have fewer than 100 employees:

Small companies (under 100 employees)	140
Medium-sized companies (100-500)	50
Large companies (over 500 employees)	10

For this study, the Clarkson Technical Information Center attempted to survey 25% of these companies by personal interview. During May and June, 1975, we interviewed plant managers and personnel directors in forty plants, ranging from the largest, ALCOA at Massena with close to 3,000 employees, to the smallest, Seaway Mats in Malone with only 7 employees.

No scientific statistical criteria were used to pick the companies to interview, but we feel that all plant sizes and all areas of the region to be studies are well represented. There was no attempt made to equalize the percentage of plants chosen, or the percentage of employees represented, in each size category. We did try to interview at all the large plants, because we felt that they might become the leaders in promoting future innovative training programs. There were ten more plants in the original, slightly better-balanced, list of companies to be surveyed, but strikes, cancelled appointments, etc., cut the final number down to forty.

Statistical Summary

Number of plants surveyed – 40

Number of employees represented – 13,000

Location and size of plants surveyed:

County	Number of Plants				% of Total Plants in county
	Large	Medium	Small	Total	
St. Lawrence	4	6	8	18	20%
Jefferson	2	4	6	12	17%
Franklin	*	1	5	6	24%
Lewis	*	4	0	4	27%

*There are no large plants in Franklin and Lewis counties.

Occupational and Educational Levels of Employees

In looking at plant occupations, we found that 65% of the work force were in skilled and semi-skilled jobs, with the highest concentration at the semi-skilled level:

Occupational Levels

Occupation	All Plants %	Large %	Medium %	Small %
Administrative	9	9	8	11
Office workers	7	5	6	9
Professional	3	5	2	2
Skilled	25	14	30	30

Occupation	All Plants %	Large %	Medium %	Small %
Semi-skilled	40	52	32	36
Unskilled	15	13	21	11
Other (guards, salesmen, etc.)	1	2	1	1

It was a subjective decision on the part of the plant manager into what occupational categories he put his employees. For example, a small plant manager might call his truck drivers semi-skilled employees,while the personnel director of a large plant might list them as unskilled. This probably accounts for the high percentage of semi-skilled employees listed in the large plants compared to the other plants (52%–32%–36%)-- large plant personnel directors put into the "skilled" category only journeymen craftsmen and tradesmen. Other interviewees used the informal criteria, "How long did it take to learn the job?" – the longer it took, the higher the skill level!

There is a higher proportion of employees in administrative and office work in the smaller plants (20% - 14% - 14%), because there seems to be a need for a plant manager, accountant, secretary, foremen, etc., regardless of the smallness of the plant.

The 21% relatively high listing of unskilled labor in the medium-sized plants reflects a group of plants labeled by one plant manager as "second car plants." These plants usually have one or tow large rooms in which 100 or more persons are doing exactly the same job. The job requires a very short time to learn, is completely repetitive and there are no "better" jobs to be promoted to, except an occasional foreman opening. Most of these employees (usually women) are holding down the second job in the family.

The 3% of the employees that are listed under "professional: (i.e. with college degrees) are in addition to those persons in administration who might also have college degrees.

It is important to recognize that these are job categories, not people categories. It cannot be presumed that training courses would raise the unskilled laborer up through semi-skilled to skilled capability within each plant. In many plants these jobs were in categories that were not interchangeable. For example, janitors were not interested in becoming sewing machine operators, truck drivers were not interested in becoming machinists.

The interest here by the educators should center on the percentage of skilled jobs in the plants and the possibility that 1) some of these skills could be started for those semisilled employees who have skilled job levels to work into.

Also, although the percentage of management level positions is small, this is an area where plant personnel are more open to bringing in someone from outside the plant, trained for that specific management job.

Educational Levels

Education	All Plants %	Large %	Medium %	Small %
4-year college degree	5	6	4	5
2-year college degree	3	3	3	4
trade/business school	2	1	3	2
high school diploma	42	40	42	45
some high school	15	6	18	21
below grade 9	6	4	6	8
don't know	27	40	24	15

As can be seen on the above chart, the persons interviewed did not know the educational level of more than one-quarter of the employees. In many cases, the information was in the files, but we felt that the low need for the information did not warrant the time spent in "pulling" the files in the larger plants.

The persons with college degrees were not always the persons in management of higher-paid positions -- in one plant, three persons with degrees in education were working in the plant shop because there are no teaching openings for them right now.

The 6% of employees with less than a grade 9 education were almost always the older employees in the plant.

Only a very few of the plants were actively encouraging employees with less than a high school diploma to take basic ed. or high school equivalency courses at the local high schools. As we point out again later, within the present plant system, there is no strong motivation to get a diploma. However, one highly successful plant manager told about taking high school equivalency courses and getting his high school diploma just two years ago.

Hiring Procedures and Education

In looking at the training of industrial workers in this area, it seemed relevant to first look at the kinds of persons hired and the procedure for hiring them. First of all, "pretraining" the employee would seem to save money for the employer. And secondly, we wanted to know if the educational institutions in northern New York are turning out persons with unwanted skills, while the industries are looking for other skilled persons.

The following list was fiven to the persons interviewed in this survey and they were asked to check those hiring procedures used by their plants:

Method used for hiring	# of checks
New York State Employment office	36
Use applications on file in plant	36
Advertise job positions within plant	35
Advertise job positions outside plant	17
Recruit at BOCES and/or colleges	18
Get employees from parent company	10
Read "Positions Wanted" ads	4
Union hiring hall	3
Professional personnel agencies	3

Two things became apparent in hiring procedures:

1) Northern New York plants have a very small turnover of workers right now; and

2) most plants hire in at the bottom level.

And yet, "prople apply in droves," as one plant manager put it, so the competition for each job is strong.

The statement, "We only hire in at the lowest level" was a typical comment about hourly, or shop, employees. To the layman, this looks like it could present some problems:

a) what about the person who has gone to BOCES during high school and learned some of the basic skills? Or graduated from Canton ATC with an associate degree in a technology? Do they not have any advantage over the high school dropout?

b) If union/management uses the seniority system alone for promotion within the plant, why not (as one plant reported) pull your sons and daughters out of school at sixteen, put them in the plant, and in twenty years they will be foremen!

Many of the larger plants rely on the local New York State Employment office (Watertown, Ogdensburg, or Massena) to fill all their job openings, and some of these do not even keep any applications on file in the plant. All plants having government contracts of more than $10,000.00 a year are required to list job openings with the state employment office. In general, smaller plants were not as enthusiastic about job referrals from this source.

One plant we admired had a fairly efficient system for *dealing with applicants at the plant. Everyone who applied* was tested (I.Q. and aptitude), followed by a personal interview (only as openings became available), and then, if hired, the employee went through a 90-day trial period before being permanently hired.

Fewer plants than we expected did aptitude or skills testing before they placed the employee in a job. Some plants used the testing services of the New York State Department of Labor Employment offices to screen applicants (at no cost to the company). Another hiring practice we liked came from the plant manager who actively recruited the top four or five students in his local high school graduating class each year--says they run the plant very efficiently!

Employee referrals (word-of-mouth within the plant) are used widely to fill jobs at the lowest level. Jobs at the upper levels are almost always filled by promotion or job bidding. However, skilled craftsmen have the best opportunity to hire in from outside at upper levels. About 98% of the hourly employees hired came from the local area.

In hiring for upper level management positions, there was a greater tendency to look elsewhere to fill the jobs, but even here, well over 80% of the jobs were filled by persons from within the plant or within this geographic area. Only a few large plants consistently brought in management level employees from outside, and these were usually from other plants in the same corporate structure.

What types of persons are getting hired?

As we said earlier, in getting a statistical sampling of the educational levels of employees, we ran into some problems. It was relatively easy to pinpoint those employees with college degrees, but it was very difficult to differentiate between high school graduates, high school dropouts, and those with only an elementary school education. We kept hearing about a government ruling that personnel directors could only "hire for the job." This was explained: if a plant has a policy of hiring only high school graduates, it should have reasonable proof that the school diploma is needed to perform the duties of the jobs in the plant. It was probably this ruling that caused every plant manager in the survey to answer "YES" to the two following questions:

1. Do you ever hire persons with less than a high school diploma?

2. Could these persons remain with your company indefinitely without any further educational upgrading?

We felt that we had to point out that high school guidance counselors were evidently misrepresenting the facts when they encouraged students to remain in school because they would get better jobs. Not wanting to openly agree that this was true, some interviewees countered with, 1) high school graduates usually rose up through the ranks faster (if company policy and the seniority system permitted), and 2) if several applicants applied for the same job, they would hire the high school graduate because he showed more maturity by just staying in school.

Another comment in support of high school graduates was, "We don't require a high school diploma, but it would be difficult to pass the aptitude tests to get into the apprenticeship program without it, because of the level of mathematics and reading comprehension needed." Incidentally, it became apparent in these interviews that a good, basic mathematics background it definitely needed to get into the most sought after trades jobs.

In contrast to what we've just said, some hiring preferences were made by people we talked to: one said that, if given a choice, his plant would hire BOCES high school graduates over 2-year college liberal arts graduates. In another plant, BOCES graduates could jump one apprenticeship level at entry, if the union approved.

Also, Canton ATC graduates were praised by the few plants who hired them" "Canton ATC grads are excellent candidates for journeymen trades people," and "apprentices from Canton ATC are amazing . . . . have very service oriented courses."

Another personnel director said that he though all engineering recruiters would take a co-op graduate (three months in the plant, three months in college) 99% of the time over a straight engineering student. Currently, no local colleges have a co-op program.

Many interviewees said that there were more important criteria than education in the hiring of personnel. Previous jobs held, and the performance in those jobs, ranked at the top of the list. When more than 80% of the job skills used in these manufacturing plants are learned on-the-job, it is a big advantage to hire someone who already knows that particular skill.

So, while the educational institutions should try to pinpoint those job skills that are used in many plants in this area, and look into the possibility of using hands-on classroom instruction to teach these skills, many of the persons interviewed were skeptical that the educators could come up with a substitute for good old experience!

Skills: Needed and Not Needed

Skilled

- Journeymen craftsmen
    - welders
    - electricians
    - machinists
    - tool & die makers
    - tool & die designers
    - millwrights
- Technicians, draftsmen, estimators
- Maintenance men for machinery
    - mechanics
    - electronics maintenance
- Some machinery operators
    - sawyers
    - drill operators
    - fitters
    - heavy equipment

Semi-skilled

- Apprentices for the top trade jobs
- Machine operators & inspectors
    - sewing machine operators
    - pressers
    - molders
    - foundrymen
    - fabricators
    - quality control workers
- Production workers
    - mechanical assembly
    - electronic assembly
    - packers
- Maintenance men for some machines
- Materials handling
    - stock takers
- Truck drivers

The above lists contain the jobs most often mentioned under the occupational levels, "skilled" and "semi-skilled." We give them here as examples of the kinds of skills we are talking about in this chapter.

Skills Needed

Eighty-five percent of the plants interviewed responded "yes" to the question, "Do you offer present employees retraining opportunities to upgrade or change skills for job advancement before looking elsewhere to hire employees." So, the first opportunity for skilled jobs would seem to go to the semi-skilled workers within the plant. But there is a time factor here -- if there is no continuing apprentice program in the plant, a skilled welder, for example, is often needed long before another plant worker can be located and trained. So, once again, we see an area where a skilled worker has a better opportunity to be hired in from outside.

We ask the question, "In your memory, have you ever needed workers and were unable to get them in this area?" and more than 10% of the persons interviewed said "yes . . . at various times we needed skilled tradesmen . . .machinists, industrial electricians, welders . . . and were unable to hire them." One plant manager seemed to sum it up when he said, "You will find very few skilled industrial workers walking the streets looking for work in the North Country today."

However, before we assume that it will be an easy matter to increase the number of training/continuing education programs to turn out more skilled workers, it should be pointed out that, in the eyes of the industrial personnel director the designation "skilled worker" implies many years of experience as well as the basic skill. One commented: "Skilled tradesmen from outside must have worked four of the last eight years in their field and pass a tough qualifying exam." But the basic skill is still a start in the right direction.

Other workers were mentioned as being needed at various times:

In the Malone area, where the biggest plants are in the "needle trade," industrial sewing machine operators and mechanics have a better than average chance of being hired, but as yet the BOCES schools have not invested in the heavy sewing machines needed to train workers.

Draftsmen and electronics technicians were mentioned more than once, as well as sheet metal workers and metal layout men.

In looking to the future, we asked the question, "Do you see a future need for employees with a particular skill?" and we got quite a variety of responses. As we expected, the most frequent response (22% of the plants) showed a continuing need for trade and craft skills, but just as many plants also saw a future need for electronics technicians who understand equipment. The following is a list of some other skills mentioned:

Maintenance people and supervisors with 5-6 basic skills
Persons with general metalworking experience
Skilled people to work with automated machinery
Management personnel
Draftsmen
Industrial sewing machine operators and repairmen
Computer-oriented people
Heavy equipment operators (cost of equipment is high—need responsible people)
Accountants
Multi-torch welders and cutters
Pollution control people

The work "management" covers a broad area, so we asked a question to try to narrow down the skills needed at the administrative level. In answer to the question, "What areas of management do you think need more updating?" the two most common responses (15%) were "financial management" and "supervisory techniques." Close behind came "personnel management" and "computer knowledge." Other areas mentioned were business law, accounting, and technology updates.

Most persons interviewed agreed that management level upgrading or retraining courses were available to them "only if you like to travel and have the time!" The courses are most commonly held in major industrial centers. Only one plant had an organized program of seminars (not meetings) within the plant to increase the knowledge of its administrative employees.

We asked the plant managers if they were aware of any particular kinds of continuing education/training/professional advancement programs that their employees were especially interested in. There was no consistent pattern here; however, there were three areas of interest that were noted more than once:

1) Repairing and looking after electronic equipment; its use is increasing in manufacturing plants.

2) Engineering degree programs for persons who work full-time.

3) In-depth apprentice programs at BOCES for industrial (as opposed to construction) trades and crafts.

Skills Not Needed

When the question was asked "Have you notices an overabundance of persons with a particular skill in this area? We wanted the interviewee to recall to mind any job applicants who had skills other than those needed for the job applied for. We assumed that if many hairdressers, for example, were applying for jobs on a production line, it was because they could not get a job in the hairdressing field; therefore, that skill was "overabundant" in this area.

The most often mentioned skills that seemed to be abundant in the North Country job market at the time of this survey were:

Auto mechanic; hairdresser; construction worker; high school graduate; teacher; clerk.

Of course, every interviewee said that most of the applications on file were from persons with no skills at all!

Although the answer to this question might, and should, cause the educational institutions to re-examine some of their training programs, there is a human factor here that should also be considered -- should a student have to choose his vocation solely on the basis of jobs currently available? Or should he/she have many course options open to him/her, and then be allowed to choose the one he/she feels most competent for and the happiest in?

In either case, high schools and colleges should be aware of the present job market, and should not fail to pass this information on to their students.

In-Plant On-the-Job Training

To the question "Where did your employees learn the skills they are presently using?" the answer was overwhelmingly, "On the job!" But we liked the honesty of one plant manager who answered, "In other plants! . . . don't have time to train them here . . . we pirate them from others!"

In reality, at all job levels, most companies use non-formal, on-the-job training to train their employees. The employee is taught the job by a supervisor or another employee; when he/she feels he has mastered it, he is on his own. A typical comment was, "We hire unskilled persons . . . as soon as the employee shows promise, he/she is offered training in a skill . . . can advance upwards through more rigorous skills as vacancies occur . . . always motivated by more wages."

About one-half of the companies had slightly more structured methods of in-plant training, such as, time limits for each stage of learning, or regular meetings to discuss specific topics (i.e. safety meetings). Another structured method of in-plant training: outside groups brought in to do limited training, such as having the Red Cross give courses in First Aid, or bringing in manufacturer's representatives to explain new equipment.

Grading by foremen at specified times (monthly, yearly), or job bidding for promotions, both put emphasis on at least reviewing what the employee has done to maintain his job proficiency. Along this same line, we would recommend that all plants should have, at the minimum, job classifications, so that employees can see if training/continuing education is needed or desired for any particular jobs.

Surprisingly, one-quarter of the companies interviewed had employees taking correspondence courses -- "The entire maintenance shop is in some kind of training, usually involving correspondence courses." When the course is welding, as it was in several cases, it is hard to understand why a BOCES course wouldn't be much more satisfactory, where questions could be asked and the student would have a chance to practice what he reads.

Only two plants did classroom teaching in the plant -- one plant had four hours a week of classroom time during working hours. Four others had a company/union apprenticeship program taught completely on-the-job in the plant. One description of such a program reads, "Maintenance training program . . . on-the-job training . . . all union controlled . . . three job classifications . . . three years in each class, but can be upgraded earlier if ready (union decides) . . . can only be hired in at lowest level." Most apprenticeship programs were connected with BOCES and were taught at an outside location.

Also among the more structured on-the-job training programs were those companies who worked with the Veterans Administration program (3 plants) and with the New York State O.J.T. Training program (15 plants).

There were many answers in this survey that puzzled us, and that obviously need more careful study to come up with the reasons behind the answer. On question that we attempted to get the answer to was "Why aren't more plants using the N.Y.S. O.J.T. and V.A. programs?" They sound good -- a major part of the employee's salary is paid for by the program while he is in training. However, after first hearing about it, we began to ask others why they did not use these programs, and got answers such as these:

- "can't keep our regular employees working; what would we do with an O.J.T. employee?"

- "the company is expected to pick up the full salary at the end of the training period . . . we don't want to commit ourselves to this."

- "the union doesn't like it."

Although 75% of the plants surveyed were a division of a larger organization, less than 1/3 of these used any parent company training programs. One company did have a 14-lesson correspondence course for their salaried employees; another headquarters sent a packaged training program, including instructor, to its satellite plants. But these were exceptions; most parent companies in this survey left plant training procedures up to each plant manager.

In the types of on-the-job training listed above, where could the educational institution fit in?

Several suggestions:

1. If supervisors fo the training, someone needs to keep the supervisors up-to-date on technical advances, equipment, etc.

2. Why are so many correspondence courses being used? Can local programs be substituted here?

3. Would it save money to have more skills taught other than on company time?

Outside the Plant, Company-Sponsored, Training

As mentioned earlier, the most popular outside training programs for shop personnel were connected with BOCES. However, only 5% of the small plants surveyed had an outside-the-plant apprenticeship program, only 13% of the medium-sized plants had one, and only a disappointing 50% of the larger plants had any outside apprenticeship arrangement.

A fairly typical apprenticeship program in a large plant was described like this: "Four year program for skilled trades . . . includes employees from other plants . . . a long waiting list in the plant . . . a battery of tests to get in, plus about four years of experience in the plant . . . bid on entry . . . openings at the journeyman level determine how many people will go into the apprenticeship program."

One large plant is participating in a technical training program with Canton ATC.

A very few plants had one employee in some kind of a work/study arrangement with a college -- three months in the plant alternating with three months in school. No area colleges were involved in this program.

There is certainly some room for continuing education expansion here, to have more apprenticeship training programs, but most of the small plants, and this includes 3/4 of all plants in this area, simply do not have the types of jobs that lend themselves to apprenticeshop programs. However, if each large plant and some medium plants used BOCES and other facilities for company-sponsored skills training, the smaller plants could certainly benefit by enrolling a few employees in these programs.

Other Training Programs

Many plants took advantage of already existing training programs, courses, and seminars, that were set up by the educational institutions with little or no company input concerning course content. As an example: seventy employees from local industries attend the evening graduate program at Clarkson College that leads to a Master's degree in Industrial Management.

Other examples:

- many plants send employees to courses at BOCES, especially welding courses.

- Jefferson Community College has popular business and secretarial courses.
- many plant employees attend seminars and short courses in a variety of subjects at local colleges.
- since OSHA, Red Cross First Aid courses are popular with plant employees.

In each of these cases, the plant encourages the employee to take the course and often pays his fees, but has no input into the content of the course.

With less than half of the plants surveyed involved in any kind of formal training for their employees, and only one-quarter involved in any plant-sponsored outside training, there seems to be a need here for more people in our North Country plants to be assessing how employee productivity can be improved through training, and then sitting down with the persons who can provide the training - the educators - to set up individual plant-oriented programs.

Motivation for Training Programs

In this survey we noted that if the plant manager and/or personnel director was actively in favor of training programs to improve skills and management techniques, and made an effort to inform his employees of what is available to them, the employees were more highly motivated to improve themselves. Conversely, if the top management was opposed to training, for any reason (some reasons given: employee would look for a better job; employee would become aware of antiquated equipment; too expensive for results achieved), employees tended to be indifferent also. The size of the plant mattered little; we interviewed several plants with fewer than 30 employees who were taking advantage of every applicable training program in the area, and also sending personnel to courses at outside locations.

In general, individual employees had to supply the initial motivation to enroll in most courses. Guidance was rarely offered routinely by the plant manager. A typical answer in the small and medium plants to the question "Do you give active guidance in employee training?" was, "No guidance offered. How would they use it? Not much place for them to go within this plant, and why should we encourage them to do something that might cause them to leave?" We pointed out that, even if there is only one level of job in the plant, there are sometimes training programs to increase production and increase satisfaction with the job.

There were exceptions to the above answer, and we quote: "Supervisors take an active interest in the development of their personnel, and, at the employee's annual review, discuss what paths should be taken for future job growth." One medium-sized plant with around 150 employees used a Master Chart as a visual aid to show each employee at his regular review session the exact paths open to him/her, including the specific criteria needed to attain each advancement.

There was a strong indication in this survey that there was a definite lack of motivation by a large percentage of industrial employees to attending any and all training programs! As one interviewee said, "We can't push all the time . . . there must be internal motivation . . . the employee must want to do it." Only 3% of the employees represented in the interviews had attended any programs or courses during the previous year.

Most of the plants in the survey (90%) had some kind of company-sponsored tuition refund program as an incentive for any employee who wished to continue his/her education. Usually the only requirement asked by the company was that the course be satisfactorily completed, and that it be job-related. However, there were some other variations here:

- employee had to attend 75% of the course sessions to be reimbursed.
- employee had to pass the exam, if one is given.
- employee had to get a B or better in the exam.
- not all plants had 100% reimbursement.
- some plants also paid for books, and/or for time spent in the course.
- for company-required courses (i.e. apprenticeship programs) all expenses and tuition are always paid.

Although the tuition reimbursement plan does motivate many employees to take advantage of training programs that help them in their jobs, the survey revealed that an important added incentive is a salary increase when the training is completed. Salary increases, of course, are automatic in apprenticeship training.

Twenty percent of the plants surveyed offered no incentive at all to their employees.

Unions and Education

About one-half of the plants surveyed were unionized. In a breadkown by size, all the large companies had unions, 80% of the medium-sized plants were unionized, but only 20% of the small plants were.

There did not seem to by any tie between having a union and having a good training program for workers. Perhaps we should have asked the question, "Does your union work to upgrade the training programs of its members?" We did not ask it. We did ask, "Are there any clauses in your union contracts concerned with education or training?" Union contracts varied considerably, but usually spelled out who approved apprenticeship programs, who chose the employees that got into them, and what tuition would be paid for employee continuing education. If training was needed to advance in job levels or to bid on better jobs, this was also usually carefully spelled out, whether it was the number of hours of on-the-job training needed or formal courses needed.

We found that the best situations were in plants where management and unions worked to gether to choose persons for training programs, and where management and unions both chose the training programs to be used. Of greatest importance in the unionized plants, we thought, was whether the union had decided to go solely with the seniority system of advancement. In those few plants where there were virtually no other requirements for getting ahead in the plant except length of service, there seemed to be a lower level of interest in training of any kind.

Record Keeping and Work Experience Credit

While 65% of the plants surveyed answered "Yes" to the question, "Do you keep recores of all training courses, workshops, etc. that your employees take?" the percentage dropped to only 20% when we asked if this included non-job-related courses. In effect, the answer was, "We only keep records on company-sponsored or company-reimbursed courses and workshops." It seemed a totally new concept to suggest that all the courses an employee takes could add up to a more complete picture of his/her capabilities and potential. So, for an indication of what industrial employees actually sign up for in the field of continuing education (including recreation, hobbies, avocations, etc.) the reader is referred to the Industrial Employee Survey that is discussed in another report.

To the questions, "Are you interested in helping give educational credit to your employees for their work here? and "Are you willing to keep records for this?" the answer from the 2/3 of the plants who answered was a qualified "yes." A frequent comment was, "It depends on the paperwork, responsibility, and time!"

Only very rarely had the interviewee heard about CEU's, and none had heard about college credit being given for for company-sponsored courses.

Growth Projections

We asked the question, "What is the projection for growth in this particular plant within the next ten years?"

More plants in the survey were optimistic for growth than we expected -- 38%. Several already had firm commitments to increase plant size and employee totals. Of the rest, thirty percent of the companies said that they had no idea what the future would bring, and 32% said that their plans were to remain about the same as now.

The large plants were the most reluctant to commit themselves -- most said, "we are stable." One said that there would be expansion with newer equipment, but this would only increase the need for more people with skills and not necessarily increase the employee total.

Several medium-sized plants also were planning to expand in this way. The need will be for more skilled workers, as more automation is put into the plants.

Surprisingly, the small plants were by far the most optimistic; 75% of the plants indicated plans for expansion. This might be because more small plants are new in the North Country (over half of those surveyed were less than 15 years old) and are still in the early years of expansion. However, the total numbers of new employees hired in these possible expansions would not be more than a few hundred.

One discouraged employer in the Watertown area said that he could expand to a whole new shift immediately if he could only find responsible employees. Quite a few of the interviewees, and especially those with employees at the lower end of the wage scale, shared his view, and said that they had trouble finding and keeping employees who consistently produced for a 40-hour work week. Whether true or not, the blame for poor attendance, lack of interest in upgrading performance, and fairly high employee turnover, was blamed on unemployment insurance.

Training Programs and Educational Institutions

Because the employees represented in this survey were all working in manufacturing plants, they were more familiar with the technically-oriented educational institutions than with the others. More specifically, at the secondary school level, we talked mostly about BOCES programs; at the 2-year college level, Canton Agricultural & Technical College was mentioned more often than Jefferson Community College, and at the 4-year college level, Clarkson College programs were more familiar than programs at Potsdam State or St. Lawrence University.

Regionally, the BOCES programs in all four counties were being used, but in Frnaklin County the state-mandated training programs (O.J.T., V.A., etc.) seemed to be getting more use than the vocational center at Malone. St. Lawrence county BOCES had the most apprenticeship training programs, partially because this county has most of the large manufacturing plants in it, and because there are three BOCES schools in the county and only one in each of the other counties.

Generally, we did not feel that the plants we interviewed were making the best use of Canton ATC. However, as with all the statements we make in this report, we are basing our assumptions only on the plant mangers' assessment of educational resources and needs.

To the question, "Are the educational institutions in this area helping your company as much as you think they should?" 65% of the interviewees answered "yes".

What types of contacts were there? The most common contact was to be on the school's mailing list for various types of brochures listing courses and seminars. Recruiting at the school was a more personal form of contact, as was having employees take courses at the educational institution.

A few plants mentioned plant tours by students as a good contact between worker and educator. Only rarely (one or two instances) was a plant using a faculty member as a consultsultant or using equipment owned by a school.

At the local school district level, these contacts were listed:

- provide speakers to school
- employees take high school equivalency
- employees take adult education courses
- hire students for summer jobs
- on advisory council for business students
- provide science class guidance
- have one co-op business student
- hire graduates

About half the persons we talked to felt that the educational institutions did not use industries enough. As one personnel director said, "There should be industry visits by counselors and teachers . . . educators really don't know what industry is all about . . . counselors (both high school and college) should recognize the realities of working in industry . . . the large number of very monotonous jobs!" Another volunteered that he "would be glad to speak in class about that his company looks for in an employee."

On the plus side, there are areas of cooperation. Canton ATC does have an Advisory Council of people in industry to help in curriculum planning, and there are persons representing industry and the unions on the BOCES boards. Clarkson College has the Technical Information Center which is an office maintained by the college to help North Country industries, And most other educational institutions are open to training program suggestions from manufacturing plants.

Perhaps as an outcome of this survey, we should follow the advice of one interviewee who said, "I would like a seminar between industrial management and educators to see what is needed."

As we said earlier, 65% of the persons interviewed were satisfied with the help they got from the educational institutions. What about the remaining 35% who said they were not satisfied? What suggestions did they have to offer?

While the plants who were working with BOCES on apprenticeshop programs were more than satisfied with results, there was some dissatisfaction among the plants who send employees to specialized courses. The biggest complaint was that the courses were not tough enough! Here are a few comments:

- "Could use more in-depth, highly-skilled trades classes."
- "BOCES should have more variety in programs . . . need to be more in-depth . . . should have post-graduate work (a fifth year for in-depth work)."
- "BOCES should be more technical, especially in the metals trade and in welding."
- "BOCES . . . disappointed in the welding courses."
- "BOCES gives a limited amount of training at the high school level, but they can't pass the trade or craft test . . . need more in-depth training."

Because good machinists are always hard to find, another suggestion was that BOCES have a two-year full-time machinist course. Perhaps this could be tied in with another suggestion, that "BOCES should be helping the unemployed to gain skills so that they can be hired." Two comments here: it would be good if the N.Y.S. Manpower Programs office could pay for such training courses; and, it was obvious to us that education is not a habit among workers in the North Country, and many are not motivated, while drawing unemployment, to use their time to acquire better skills.

Some BOCES complaints were regional:

- "Need a vocational school in the Tupper Lake area."
- "Can't find good evening office skills courses in the Malone area."
- "Northwest Tech. secretarial graduates are poor."
- "Franklin County BOCES is not training for the one skill most needed in the area, industrial sewing operators and repairmen."

We touched on another complain earlier, but will say it again here. School guidance counselors need to explain to students that highly intelligent people are needed in the skilled trades . . . perhaps BOCES courses could be used as electives for Regents program students, to get them interested.

At the college level, there eas no particular pattern to the complaints voiced. Some suggestions were:

- need a four-year college in Watertown.
- the public colleges should be doing more in outreach.
- the Master's degree program at Clarkson College is to expensive.
- need a good supervisor's training program.

This latter suggestion was the most frequently mentioned training program cited in answer to the question, "Have you ever wished that certain training programs were available in this area for particular segments of your employees?" This was a key question for future educational planning in the North Country, and the answers tended to corroborate things that we have said earlier.

Fifteen percent of the persons interviewed answered by saying that they would like to see some courses in the selection and develppment of first-level supervisors on a very practical level. Another 15% wanted more in-depth skilled programs for the crafts. Another training program mentioned almost as often was electronics and electrical instrumentation courses. In Franklin county, three plants wanted training for industrial sewing machine operators and repairmen; elsewhere, another three plants said they would like to see training programs in blueprint reading/drafting/estimating.

Some other training programs that the interviewees would like to see are:

- upgrading from 2-yr. to 4 yr. college degrees
- lab. procedures/laboratory technician
- water and air pollution control courses
- paper-machine operators course

- inspector's school for grading lumber
- training in plastics extrusion
- refrigeration.

One problem with any training program is that a good percentage of our plant workers are on shift work and cannot attend one-night-a-week type courses. The educational institutions should consider having some short courses of two weeks' duration just for shift workers.

In discussing training and continuing education, the persons we interviewed tended to think only in terms of their hourly employees. We had to remind them repeatedly that we were also surveying the training needs of salaried and administrative personnel.

In the several questions that we asked them about management training, we did not get any clearcut answers. In answer to the question, "What would motivate administrative personnel to take courses?" the answers were almost equally divided among the choices given: increase ability to do a better job; salary increase; job promotion; personal interest; and job enrichment.

In answering the question, "What motivates administrative personnel to not attend outside courses?" the most frequent answer was "too busy!", followed by "course not readily available," and "not interested." The persons who checked "courses not readily available" said that the accent here is on the word "readily" -- there are literally hundreds of management level courses that come to their attention every month, but most of them are in major industrial centers some distance away from the North Country. It is a definite plus factor, they said, to have the courses available within a one hundred mile radius of the plant.

When we asked the question, "Do you have any in-plant management training programs?" six plant managers said that they had them on a regular basis (but these consisted mostly of regular safety meetings), thirteen had programs irregularly, and sixteen said they had no programs.

7.8.2 SURVEY OF INDUSTRIAL EMPLOYEES

Four hundred and twenty industrial workers responded to the Industrial Employees Interest Questionnaire. This questionnaire had been distributed to about a hundred and twenty industries with the request to distribute the questionnaire to four randomly selected workers in each of the industries. Since the selection of the 4 employees was left to the personnel directors or the managers of the respective industries a certain type of bias could have crept into the study. Because of the nature of the information sought it was considered that the kind of bias would have minimal effect on the study.

Since leaving school 285 (68%) of the respondents reported to have taken educational courses expecially set up for adults or to have enrolled in on-the-job training programs.

To the Question "What kind of programs would you like the educational institutions to offer for your benefit" the industrial employees listed several topics and subjects. Personal interviews were used to clarify several of these.

69 (16.6% of the respondents were currently enrolled in some form of on-the-job training programs during the period of the survey.

Reasons given for interest in further training or educational programs are:

Categories	Frequency	Percentage
General Information	126	31.8
Improve or Advance on Job.	207	52.3
Get a new job	21	5.3
Community Activity	3	0.8
Personal or family interest	30	7.8
Social or Recreational interest	9	2.3
No response	24	

To the Question "If you are taking courses for job advancement, what best describes your reason", the following were the responses.

Categories	Frequency	Percentage
Union recommends	6	2.5
Not taking courses for job advancement only	75	31.3
Employer requires it	9	3.8
Improve job performance	105	43.8
Increase chances for promotion	18	7.5
Retrain for another position	6	2.5
Personal Satisfaction	21	8.7

Reasons given for not taking courses or attending training programs are the following:

Categories	Frequency	Percentage
Simply not interested	27	15.5
Courses you are interested in are not usually available	33	18.9
Not aware of the availability of courses or programs	33	18.9
Lack of financial resources	15	8.6
Lack of spare time	39	22.4
No chance for job advancement	15	8.6
Other...	12	6.9

About 40% of the respondents indicated either that the programs they were interested in were not available or that they lacked information of the availability of X programs at the BOCES and the colleges. Personal interviews have also reinforced this finding. Most of the industrial employees consider the world of education almost beyond them. They do not seem to have been alerted to the fact that the world of education and especially that the clientele of education has changed drastically in the last few years. The reforms in making high school equivalency certificates and the open door policies of some of the colleges is very little known to the workers. The possibility of using the college faculty, credibility and other resources is still an unknown to industry. In fact, at one of the meetings with the Labor Union Leaders, it was easy to note that the union leaders were pleasantly surprised to note that some of the BOCES training programs were cheaper in cost and easily available to union personnel. The communication gap between the local industrial community and the world of education is too large for comfort.

Only 45 (11.7%) of the respondents seemed to have remembered receiving the 'Night Life' or any other printed materials announcing continuing education programs. Most of the employees were of the opinion that while users of the educational programs might notice the 'Night Life, Non-users are not sensitized enough to notice its arrival in the mail.

Choices of the various methods of study were the following:

Categories	Frequency	Percentage
Lectures or classes	252	63.1
Conferences, Institutes or workshops	81	20.3
Lessons from a private teacher	3	0.8
On the job training	45	11.3

Categories	Frequency	Percentage
Correspondence	9	2.3
T.V. or Radio Courses	0	0.0
Study on your own-No formal instruction	9	2.3

The desired frequencies of class and training sessions are the following:

Categories	Frequency	Percentage
One evening a week	180	46.5
Two or more evenings a week	144	37.2
Two or more mornings or afternoons a week	6	1.6
One full day a week	12	3.1
Two or more full days a week	3	0.8
One weekend day a week	3	0.8
A full weekend	12	3.1
Other . . .	27	7.0

153 (36.4% of the total respondents indicated that they were satisfied with the courses and programs in continuing education that they had attended in the past.

Age groups of the Industrial employees who responded:

Age	Frequency	Percentage
18-21	39	9.6
22-28	165	40.7
29-35	78	19.3
36-50	102	25.2
51-65	21	5.2

Over 50% of the employees who responded are below the age of 28 and about 70% are below the age of 35.

Of those below the age of 28 almost 50% of the respondents had not taken any educational programs since leaving school. If the respondents represent the total industrial population, it is obvious that there is a very large number of employees that need and could use more educational programs in the near future. In-fact, at the 40 plants surveyed by the Industrial Management Questionnaire it is reported that there are about 12,980 employees. If 50% of the employees are below the age of 28 we could roughly estimate 6,490 and if 50% of these have not attended any educational programs after leaving high school and estimated number of 3,245 can be projected. Another major factor in such estimates is the fact that only 40 out of about 200 plants in the 4 county region were surveyed by the Industrial Employee Questionnaire.

Of the respondents 75 (19.4% were females and 312 (80.7%) were male. Of the fameles almost 60% expressed need for more education and job training.

The educational level of the respondents were:

Categories	Frequency	Percentage
Less than 8 years	13	3.5
Less than 12 years	82	22.0
12 years	186	49.9
1 to 2 years of college or trade school	21	6.4
3 years of college or trade school	29	7.8
4 years of college	24	6.4
graduate or professional	18	4.8

The figures reported in the Industrial Management Questionnaire confirm the figures in the Industrial Employee Questionnaire when corrections for the percentages are made if the non-respondents are excluded.

While the Management estimates have indicated that about 16% of their employees have below a high school level education the employee responses indicate that about 25% of the employees have less than a high school level education.

The Income level of the respondents were:

Categories	Frequency	Percentage
Less than 4,000	15	3.8
4,000 - 7,999	96	24.3
8,000 - 12,999	207	52.3
13,000 - 16,000	48	12.1
Over 16,000	30	7.6

About 7.6% earned more than $16,000. Of these over 85% were college educated and have attended continuing education and training programs in the past.

About 4% earned less than $4,000 a yr. Almost 100% of these had less than a high school level education.

About 28% of the employees earned less than $8,000 per annum. There were almost no college graduates in this group. Moreover, about 70% of this group had not participated in any form of educational or on the job-training programs in the past.

A strong pattern of earning capacity and upward mobility correlates with educational levels and participation in continued patterns of learning.

Group and individual interviews were conducted with several labor union leaders. In order to facilitate interaction often representatives from the BOCES and/or other colleges were also present and participated in the interviews.

The major complaint of the labor union leaders was that they felt that the educational institutions did not include the labor leadership in the decision making process of the educational institutions. In spite of the political influence that labor weilded in the nation they felt that they had not been represented sufficiently enough on advisory boards, boards of trustees and the like. The Union Leaders expressed grave concern that educational institutions are not making sufficient academic demands of their students especially the vocational students. For example, one of the representatives reported that of the 70 candidates he had interviewed he was able to select only 2 because of the lack of sufficient mathematics in the candidates. Labor union leaders also expressed great concern that in the formation of teachers and counselors labor had no say and expressed a great desire that teachers and counselors during their training period be sensitized to labor and especially to the needs of skilled labor. It is obvious that several of the technical training programs offered by BOCES could be easily utilized by the unions.

The following point can be made in summary of the interviews:

1. Labor can utilize programs and courses, especially offered by Clarkson, A.T.C., N.C.C.C., J.C.C. and BOCES, much more than they do now.

2. There is a lack of communication between the educational institutions and labor.

3. This lack of communication will not be remedied by token representatives on committees but by a constant line of communication.

4. Many of the training programs in which training personnel are hired from other parts of the country, professionals in the educational institutions of the region can provide valuable service at cheaper costs.

5. More labor representation on advisory committees and boards of trustees will be useful.

6. The counseling departments, admissions departments, teacher training programs, counselor training programs and career advisors need to maintain better lines of communication with labor leadership and to constantly utilize labor resources in their programs.

7. There exists too great a gap between the world of work and the educational institutions.

CHAPTER 8. CONCLUSIONS AND RECOMMENDATIONS

8.1 CONCLUSION..........................349
8.1.1 RECOMMENDATION......................349

8.2 CONCLUSION..........................349
8.2.1 RECOMMENDATION......................349
8.2.2 RECOMMENDATION......................349

8.3 CONCLUSION..........................349
8.3.1 RECOMMENDATION......................350
8.3.2 RECOMMENDATION......................350
8.3.4 RECOMMENDATION......................350
8.3.5 RECOMMENDATION......................350
8.3.6 RECOMMENDATION......................350
8.3.7 RECOMMENDATION......................351
8.3.8 RECOMMENDATION......................351
8.3.9 RECOMMENDATION......................351

8.4 CONCLUSION..........................351
8.4.1 RECOMMENDATION......................351
8.4.2 RECOMMENDATION......................351
8.4.3 RECOMMENDATION......................351
8.4.4 RECOMMENDATION......................352

8.5 CONCLUSION..........................352
8.5.1 RECOMMENDATION......................352
8.5.2 RECOMMENDATION......................352
8.5.3 RECOMMENDATION......................352
8.5.4 RECOMMENDATION......................352

8.6 CONCLUSION..........................352
8.6.1 RECOMMENDATION......................352
8.6.2 RECOMMENDATION......................353
8.6.3 RECOMMENDATION......................353

8.7 CONCLUSIONS.........................353
8.7.1 RECOMMENDATION......................353
8.7.2 RECOMMENDATION......................353
8.7.3 RECOMMENDATION......................353
8.7.4 RECOMMENDATION......................353

8.8 CONCLUSION..........................353
8.8.1 RECOMMENDATION......................354
8.8.2 RECOMMENDATION......................354
8.8.3 RECOMMENDATION......................354

8.9 CONCLUSION..........................354
8.9.1 RECOMMENDATION......................354
8.9.2 RECOMMENDATION......................354
8.9.3 RECOMMENDATION......................354
8.9.4 RECOMMENDATION......................354

8.10 CONCLUSION..........................355
8.10.1 RECOMMENDATION....................355
8.10.2 RECOMMENDATION....................355
8.10.3 RECOMMENDATION....................355
8.10.4 RECOMMENDATION....................355
8.10.5 RECOMMENDATION....................355

8.11 CONCLUSION..........................355
8.11.1 RECOMMENDATION....................355
8.11.2 RECOMMENDATION....................356
8.11.3 RECOMMENDATION....................356

8.12 CONCLUSION..........................356
8.12.1 RECOMMENDATION....................356
8.12.2 RECOMMENDATION....................356

8.13 CONCLUSION..........................356
8.13.1 RECOMMENDATION....................356
8.13.2 RECOMMENDATION....................357
8.13.3 RECOMMENDATION....................357
8.13.4 RECOMMENDATION....................357
8.13.5 RECOMMENDATION....................357

8.14 CONCLUSION..........................357
8.14.1 RECOMMENDATION....................357
8.14.2 RECOMMENDATION....................358
8.14.3 RECOMMENDATION....................358

8.15 CONCLUSION..........................358
8.15.1 RECOMMENDATION....................358
8.15.2 RECOMMENDATION....................358
8.15.3 RECOMMENDATION....................359
8.15.4 RECOMMENDATION....................359

8.16 CONCLUSION..........................359
8.16.1 RECOMMENDATION....................359
8.16.2 RECOMMENDATION....................359
8.16.3 RECOMMENDATION....................359
8.16.4 RECOMMENDATION....................360

8.17 CONCLUSION..........................360
8.17.1 RECOMMENDATION....................360
8.17.2 RECOMMENDATION....................360
8.17.3 RECOMMENDATION....................361
8.17.4 RECOMMENDATION....................361
8.17.5 RECOMMENDATION....................361

8.18 CONCLUSION..........................361
8.18.1 RECOMMENDATION....................361
8.18.2 RECOMMENDATION....................361

8.19 CONCLUSION..........................361
8.19.1 RECOMMENDATION....................361

8.19.2 RECOMMENDATION......................362

8.20 CONCLUSION..........................362
8.20.1 RECOMMENDATION......................362
8.20.2 RECOMMENDATION......................362

8.21 CONCLUSION..........................362
8.21.1 RECOMMENDATION......................362
8.21.2 RECOMMENDATION......................362
8.21.3 RECOMMENDATION......................363
8.21.4 RECOMMENDATION......................363
8.21.5 RECOMMENDATION......................363

CHAPTER 8. CONCLUSIONS AND RECOMMENDATIONS

8.1 CONCLUSION

The demographic data indicates that there is a trend of young people moving out of the North Country. They seek employment in other parts of the country. Concurrently, there is an influx of a smaller group of older people returning to the region for their retirement years.

8.1.1 RECOMMENDATION

More continuing education programs should be aimed at helping older people to resettle themselves to invest their savings to find healthy recreational activities and to find easy part-time employment. The tourist industry, indigenous to the area, lends itself more easily to produce employment for older people than do many other occupational fields.

8.2 CONCLUSION

The climatic conditions with the heavy winters and snows, combined with the accessibility to the Great Lakes and the St. Lawrence River, create a great potential for a healthy tourist and recreational industry.

8.2.1 RECOMMENDATION

Educational programs are required that will help the tourist and recreational industry to serve the employment and economic needs of this region. Educational programs in hotel-motel management, restaurant business, water sports, cross-country skiing, sailing, boat maintenance, limnology, small business management and the like should be offered.

8.2.2 RECOMMENDATION

Cooperation with the Sea Grant programs, funded through Cornell University and the State University through continuing education, could be tried. A regional approach to coordinate program offerings of the area that relate to Sea Grant activities should also be attempted.

8.3 CONCLUSION

In institutional policy-making, there is a lack of evidence to indicate that any of the postsecondary institutions have made an institutional commitment to serve the continuing education student. The institutions serve the traditional full-time student quite well and indicate very few administrative adjustments to accommodate the "non-traditional students". Evidence indicates that present efforts are aimed at using continuing education programs to add a few more F.T.E.'s to the regular enrollment figures. Continuing education is very much a stepchild.

8.3.1 RECOMMENDATION

Admission policies for the several subgroups of non-traditional students should be more precisely articulated by the appropriate institutions through the admissions process. These policy decisions should be communicated to all administrators and faculty members of the institution.

8.3.2 RECOMMENDATION

Registration and other procedures need to be modified to accommodate adults who find standing in line for extended periods of time an unnecessary obstacle. Working people place a higher premium on time than the non-working students.

8.3.3 RECOMMENDATION

Adult counseling and academic advising service personnel need to be made aware of, and more responsive to, the particular needs of adults. At times, the age of the counselors can be an important factor in limiting their understanding of the older adults' problems.

8.3.4 RECOMMENDATION

Faculty members also must be sensitized to the needs of adult students. On the part of the faculty, a greater sensitivity has to be shown toward adults who are more demanding in terms of quality teaching. A greater understanding of problems of working adults to meet assignment schedules, home work schedules and term papers could be shown.

8.3.5 RECOMMENDATION

Policies for the use of gymnasium facilities, libraries and other services can be adjusted to accommodate the part-time student adult who often has a family with dependents.

8.3.6 RECOMMENDATION

Offices of the registrar, the deans of students, academic advisors and counselors, the cashier and the book store should be open at hours suitable for working adults. These offices should be open for some hours during weekends or evening hours. These hours should be sufficiently well advertised to enable the working people to plan ahead.

8.3.7 RECOMMENDATION

Instead of expecting adult part-time students to adjust to the youth culture of the college all the time, some attempt should be made to provide occasional activities and entertainment programs oriented to the adult worker.

8.3.8 RECOMMENDATION

Seminars and workshops, planned to sensitize the faculty and the staff of the institutions to the adult part-time students, need to be offered. Secretarial staff especially needs to be educated in this matter.

8.3.9 RECOMMENDATION

Admissions offices and public relations offices, while recruiting the traditional college students, should also have definite policies and procedures aimed at the adult student. At present, the director of continuing education is left alone with the task of recruiting adults.

8.4 CONCLUSION

At none of the institutions do the directors of continuing education have, or believe they have, the organizational authority and freedom to determine course offerings, to readily hire qualified part-time faculty members and to determine budgetary allotments. Deans and departmental chairpersons primarily concerned with traditional undergraduate offerings retain the authority to determine which courses will be offered and which faculty members will teach. These officers do not assume as much responsibility for the clientele in continuing education.

8.4.1 RECOMMENDATION

The directors of continuing education should be given greater freedom to determine the course offerings for their clients in the continuing education programs, generally, and at the extension centers, specifically.

8.4.2 RECOMMENDATION

The directors of continuing education should have a more flexible authority to hire adjunct faculty members if departmental chairpersons cannot provide the required service.

8.4.3 RECOMMENDATION

Added financial reimbursement for regular faculty members to teach evening courses and courses at extension centers should be discouraged to avoid the tendency of the deans and chairpersons to raise salary levels for select members of the faculty. Attempts should be made to have evening courses and extension courses taught as part of the regular teaching load or taught by more adjunct faculty members.

8.4.4 RECOMMENDATION

More cooperation between the directors of continuing education and the departmental chairpersons should be structured.

8.5 CONCLUSION

A very large number of the adult and part-time clientele falls within the age group of 22 to 35. These are students, generally, who have young families and dependents.

8.5.1 RECOMMENDATION

Child care programs to help young homemakers need to be initiated.

8.5.2 RECOMMENDATION

Weekend courses, two or three week long intensive programs and short courses offered during hours suited for young homemakers need to be offered more frequently.

8.5.3 RECOMMENDATION

Programs intended for whole families should be tried on an experimental basis. Children's programs in theater, dance, gymnastics, swimming and the like should be offered during the same hours when courses for adults are offered so that whole families are served at the same time.

8.5.4 RECOMMENDATION

Programs in group counseling, intended to improve communications between married partners, should be offered by the staff of counseling centers and the psychology departments to the young married couples of the community.

8.6 CONCLUSION

Programs intended especially for women are conspicuously absent.

8.6.1 RECOMMENDATION

Greater attention needs to be given to planning and offering programs intended for young mothers and separated mothers on pre-natal care, child care, nutrition and home planning.

8.6.2 RECOMMENDATION

Counseling and advising staff needs to be more sensitized to the needs of adult women, in general, and of young mothers, in particular.

8.6.3 RECOMMENDATION

Close liaison between women's organizations in the community and the continuing education staff should be established.

8.7 CONCLUSION

Low income groups of the regional population are not sufficiently served.

8.7.1 RECOMMENDATION

A greater effort should be made in reaching the low income groups through personal contacts and through social workers and other community service personnel.

8.7.2 RECOMMENDATION

To reach the low income people, program information should be made available through church groups, taverns and other community centers where such groups tend to congregate.

8.7.3 RECOMMENDATION

A statewide plan for increased financial aid to the low income people for educational purposes has to be forcefully recommended to the legislature and supported by institutions in this area.

8.7.4 RECOMMENDATION

Greater cooperation between the adult education programs of the colleges, BOCES and the school districts of the region is needed to reach those without much formal education. A coordinated effort is needed to reach the rural poor.

8.8 CONCLUSION

A very high percentage of the learners participate in educational programs mainly because of their occupational interests. Requests for new programs also indicate high occupational interests.

8.8.1 RECOMMENDATION

An attempt has to be made to initiate work-related curriculum planning at the various institutions. Special efforts should be made to train and familiarize educational administrators and directors of continuing education to plan new work-related programs for the several subgroups of the population in the world of work.

8.8.2 RECOMMENDATION

A closer communication of continuing educators with labor union leaders and the world of work must be established by the educational institutions.

8.8.3 RECOMMENDATION

Closer consultations must be held with the leaders of the teachers' unions, of the health services, of industrial workers, of government employees, of businessmen, of social workers and of several other professional organizations in order to be able, constantly, to asses and meet regional needs.

8.9 CONCLUSION

Adults generally, and adults in the age cohort 50-65 particularly, are underrepresented among part-time learners in the Northern Region.

8.9.1 RECOMMENDATION

Better promotional efforts are needed to attract adults to continuing education programs. It is not sufficient to rely solely on printed matter distributed through traditional avenues.

8.9.2 RECOMMENDATION

A heavier emphasis should be placed on the use of regionally-distributed educational advisors affiliated with the postsecondary institutions. That is, the educational advisors should receive some recognition and incentive for the importance of their counseling functions.

8.9.3 RECOMMENDATION

Another avenue for promoting continuing education offerings more fully would be the television medium.

8.9.4 RECOMMENDATION

Many of the adult subpopulations in the region lack access to means of clarifying their educational needs.

Continuing education offices should have some outreach staff capability to assist in the formulation of programs suitable to community requirements.

8.10 CONCLUSION

Distance to a learning site remains a determining factor guiding the attendance of adults in educational activities.

8.10.1 RECOMMENDATION

There is a need to clarify the degree of importance being attached to extension centers throughout the region as locations for offering complete degree requirements.

8.10.2 RECOMMENDATION

Consideration should be given to the establishment of an extension center in the Carthage/Lowville area.

8.10.3 RECOMMENDATION

Extension centers should be organized to some extent on a multi-institutional basis. Adults are unable to rely on continuing and planned availability of all courses needed to reach their degree interests. There is a particular unavailability of upper division course work at the extension centers in fields other than those suitable to professional educators.

8.10.4 RECOMMENDATION

Television is limited in its applicability to the general population as an instructional medium. This is of important value to educators and other special subpopulations.

8.10.5 RECOMMENDATION

There appears to be a distinct weakness in the level of counseling or other supportive services available to adults enrolled in part-time and evening programs.

8.11 CONCLUSION

There are distinctly limited institutional contacts with the community creating a wide gap between the academic world and the local population.

8.11.1 RECOMMENDATION

To encourage the effectiveness of the consumer point of view in programming for the adult learner, more attention should be given to the formation of advisory committees in a variety of areas to work with individual institutions and with NORPCEG.

8.11.2 RECOMMENDATION

Consideration should be given to the offering of more courses in "non-educational facilities" such as churches, grange halls, V.F.W. posts, etc. where adults gather.

8.11.3 RECOMMENDATION

Community leaders such as clergy men, legislators and other civic leaders should be made to feel part of the planning process so that they could, in turn, channel adults into the educational institutions.

8.12 CONCLUSION

The concept of life-long learning is not an adequate descriptor of the learning patterns of adults in the Northern Region.

8.12.1 RECOMMENDATION

A more creative approach to industries, disparate companies, social agencies, etc., should be made with respect to the translation of diffusely-felt needs into curriculum and program designs.

8.12.2 RECOMMENDATION

As a group, the postsecondary institutions might consider stimulating the concept of job redesign as an avenue for diversifying the education requirements of workers in the region. Such an effort would have to be undertaken in cooperation with industrial and labor union representatives.

8.13 CONCLUSION

The adult learning population is a diverse one. Subgroups within this category have markedly different participation patterns. The opportunity to capitalize on an active marketing approach to encourage adult education does not appear to be often realized.

8.13.1 RECOMMENDATION

Each of the postsecondary institutions should have an increased awareness through its own institutional studies of submarkets available to them. Other than the present regional study which is one step removed from institutional decision-making, there is little hard data available on the part-time student.

8.13.2 RECOMMENDATION

Closer relationships with representatives of subgroups within the adult population are needed. For instance, closer ties could be made with unions, governmental employees, etc.

8.13.3 RECOMMENDATION

The colleges jointly should give consideration to offering a one to two-week training institute for professional staff involved in continuing education to increase their sensitivity to the requirements of offering students suitable programs for adults.

8.13.4 RECOMMENDATION

Similarly, efforts to recruit and orient faculty interested in becoming more aware of adult needs might be undertaken. Changes are needed not only with respect to the kind of instruction offered within a course but also in the emergence of complete programs specially developed for adults.

8.13.5 RECOMMENDATION

Continuing education offerings should be more directly related to employment opportunities in the Northern Region. A continued assessment of data available from New York State Employment Service and other manpower planning agencies should be utilized more frequently.

8.14 CONCLUSION

Greater attention should be given to examining the applicability of approaches to fostering adult learning through the use of resources originating out of the region.

8.14.1 RECOMMENDATION

One or more of the institutions might consider assisting adults in satisfying requirements for the Regents External Degree. Specifically, the very flexibility of this degree program often fails to induce in the student the degree of discipline necessary to complete a course to the point of testing. The institutions could assist in: (1) the promotion of the Regents External Degree, and (2) the offering of self-supporting help sessions with respect to particular courses. For example, a series of three self-help sessions could be offered to people interested in taking the Introductory Accounting course. The three sessions would include an orientation to library and personnel resources available to assist the independent learner; a reorientation of study habits; and a review of major concepts and questioning techniques utilized by the Regents External Degree program.

8.14.2 RECOMMENDATION

Attention might be given to having institutions in the region work with existing adult education services being offered by organizations not located in the Northern Region. For instance, closer ties might be developed with the American Institute of Banking, the "University Without Walls" of the Housing and Urban Development Corporation, etc.

8.14.3 RECOMMENDATION

Similarly, closer attention should be paid to the series of training modules being prepared for industry by the University of Utah. These are independent study modules being developed in cooperation with industries for retraining employees on site.

8.15 CONCLUSION

Short-term, non-credit coursework is not being fully utilized as a means of bringing adults into continuing education.

8.15.1 RECOMMENDATION

The postsecondary institutions should encourage the use of the Continuing Education Unit as a basis for recordkeeping. The CEU is useful to the adult learner who wishes to maintain a transcript of his complete range of learning experiences, and it is useful to the institutions which can use the information in aggregate form for decision-making about appropriate times and locations for offering non-credit programs.

8.15.2 RECOMMENDATION

Consideration might be given to procedures by which training programs offered by other agencies in the area might be assimilated into the credit-level programs of the postsecondary institutions. That is, if a health education agency were to sponsor a major course for nurses, this agency might apply to one of the colleges for review and evaluation of the course as a creditable experience for the participants. Such a procedure would be useful in extending out-reach activities of the colleges and in providing incentives for adults to continue their education subsequently.

8.15.3 RECOMMENDATION

An effort should be made to institute a regional system of non-credit workshops for a variety of categories of adults. In the proposed system, a single consultant might be asked to give identical or similar workshops on subsequent days in three different locations throughout the region. By "block booking" such consultants, an economy in the promotion, administration and organization of short-term conferences and workshops could be realized.

8.15.4 RECOMMENDATION

Short conferences and workshops could be more closely related to regular coursework to encourage the movement of learners from non-credit to credit courses.

8.16 CONCLUSION

Regional cooperation and coordination in programming could be more comprehensive with respect to joint curriculum planning.

8.16.1 RECOMMENDATION

Consideration might be given to the formulation of an articulated associate degree program through which adults could obtain such a degree by packaging a wider variety of courses taken at several institutions, and through programs such as the Empire State College, the Regents External Degree program and the like in a more flexible fashion. Such a degree program would be of particular value to adults in the vicinity of extension centers and at Fort Drum.

8.16.2 RECOMMENDATION

Similarly, a bachelor of independent studies might be organized at the regional level by either one of the four-year colleges or the four-year colleges acting as a unit.

8.16.3 RECOMMENDATION

The Regional journal, 'Night Life', has seemed to be an effective advertising venture in providing information to adults on the courses and workshops available to them. It might be noted, however, that 'Night Life' is supplemented by many secondary mailings by individual institutions that appear to duplicate some of the material included in 'Night Life'. Information on other programs often could have been included in this brochure but was not available at the time of publication.

8.16.4 RECOMMENDATION

Within the region there does not exist the equivalent of a major "University College" or "College of General Studies" as is often found in an urban area. That is, a relatively self-directed college for adults with characteristics amenable to the adult learner is not present. Consideration could be given to the formation of a multi-institutional university college drawing on the resources of all of the institutions, and on non-institutional resources as the basis for a comprehensive degree offering. This unit could have considerably more flexibility with respect to the acceptance of experiential learning as a creditable learning component; the development of special courses for adults; and the ability to deploy faculty in consistent patterns.

8.17 CONCLUSION

As a group, the postsecondary institutions in the region do not take full advantage of the availability of federal and state funding for contractual arrangements with potential sponsors of courses.

8.17.1 RECOMMENDATION

A regional effort could be made to promote the kinds of support available to adults. In some cases, this will require that the institutions be more aggressive in soliciting the funds to begin with. By comparison with many colleges outside of this region, it does not appear that the potential part-time student is as aware of his eligibility for funding through the Basic Educational Opportunity Program, and the Higher Education Opportunity as he might be.

8.17.2 RECOMMENDATION

Similarly, it is felt that there are considerably more funds available from federal agencies for training programs than are pursued by the colleges in this region. The solicitation of such funds, however, often requires the adaptation of programs and courses of study that are not presently available in the region. That is, if the institutions are to serve agnecies as diverse as the U.S. Post Office, the Housing and Urban Development Administration, etc., the kinds of programs presently available would not be appropriate.

Outside of the funding for NORPCEG (Northern Region Postsecondary Continuing Education Group), there have not been Title I grants awarded to institutions in this area in the last several years.

8.17.3 RECOMMENDATION

A greater effort might be made to secure a familiarity with comparable efforts being made by institutions outside this area in the solicitation and receipt of support funds at the federal and state level.

8.17.4 RECOMMENDATION

The institute on continuing education referred to earlier might also include the involvement of representatives of successful rural community colleges elsewhere.

8.17.5 RECOMMENDATION

As a part of the policy seminars provided by the NORPCEG grant, a seminar might be offered on seeking external funding.

8.18 CONCLUSION

The survey data indicates a great need for adult career counseling and vocational counseling.

8.18.1 RECOMMENDATION

Because of the expenses involved, it would be highly recommended that a team of well-qualified career and vocational counselors be formed who can travel to various locations in the region to provide career, vocational and academic counseling to adults of the region. Testing and test interpretation abilities, combined with a knowledge of the world of work, should be required of these counselors.

8.18.2 RECOMMENDATION

Funding sources should be sought for creation of such a team, or the local institutions should be prepared to share the costs.

8.19 CONCLUSION

There are several organizations, professional groups and population subgroups that do periodically offer workshops, seminars and in-service training programs for their members. For example, some of the hospitals do conduct high quality educational programs for their employees.

8.19.1 RECOMMENDATION

The educational institutions could help the health service institutions to coordinate their educational activities and to share their programs with each other.

8.19.2 RECOMMENDATION

It would be very useful if the colleges could work out a method of recognizing some of the programs of other professional organizations by awarding academic credits for some of the work, and thus, add credibility to the programs while providing an incentive to bring members of the organization back to campuses.

8.20 CONCLUSION

A considerable amount of interest in continuing education for adults exists among a fair number of faculty members, administrators and the formally educated. Enrollment data indicates a healthy trend of growing numbers. Newspaper surveys, surveys of industries and other professional groups indicate that a wide variety of informal educational activities do take place in the community.

8.20.1 RECOMMENDATION

A regional record-keeping, or transcript, system for continuing education programs would be very useful for the participants. Records kept on continuing education activities in other states have helped in providing added incentives and motivation to participants. Regional data banks have proven to be useful and successful.

8.20.2 RECOMMENDATION

The Continuing Education Unit (C.E.U.) should be adopted for recording participation in non-credit courses at the state level.

8.21 CONCLUSION

A continuing regional cooperative effort is needed to meet the demands for community relations, curriculum planning, program coordination, adult counseling and program advertising.

8.21.1 RECOMMENDATION

A regional coordinator to help coordinate the adult continuing education programs of the universities, colleges, BOCES, school districts, libraries, museums and other organizations will avoid duplication of programs and encourage mutual support.

8.21.2 RECOMMENDATION

A regional coordinator could handle all the regional advertising for all the institutions, helping to cut financial costs and office time required for editing and publishing individual brochures and publicity material. A regional approach will produce expenses less than the sum total of all the expenses of the individual institutions.

8.21.3 RECOMMENDATION

A regional coordinator will also help to organize a regional advisory committee to establish and maintain contacts with the various subgroups in the population.

8.21.4 RECOMMENDATION

A regional coordinator is also needed to supply the research capability required to maintain a constant evaluation of the programs, periodically assess needs and make available library resources to the various directors of continuing education.

8.21.5 RECOMMENDATION

The regional coordinator is required to organize periodic seminars and workshops for the educational leaders to act as a catalyst and initiate new programs and new directions.

BIBLIOGRAPHY

Alford, Harold J. *Continuing Education in Action; Residential Centers for Lifelong Learning*. New York: Wiley, 1968.

American Association of Higher Education. *Current Issues in Higher Education*, *Life-Long Learners – A New Clientele for Higher Education*, 1974.

Axford, Roger W. *Adult Education*: *The Open Door*. Scranton: International Textbook Co., 1969.

Ayer Directory of Publications. Philadelphia, Pennsylvania, 1975.

Bill, Wendell, *Public Leadership*; a critical review with special reference to adult education. San Francisco: Chandler Publishing Company, 1961.

Boards of Regents Symposium on Continuing Education. Albany: 1968

Commission on Non-Traditional Study. *Diversity by Design*. Washington, D. C.: Jossey-Bass Inc., 1973.

Dave, R. H. *Lifelong Education and School Curriculum*. Hamburg: UNESCO Institute for Education, 1973.

Essert, Paul L. *Creative Leadership of Adult Education*. New York: Prentice-Hall, 1951.

Hesburgh, Theodore M. *Patterns of Lifelong Learning*. San Francisco: Jossey-Bass, Inc., 1973.

Houle, Cyril O. *The Inquiring Mind*. Madison, Wisconsin: University of Wisconsin Press, 1961.

Jessup, A. W. (ed.). *Lifelong Learning*; *A Symposium on Continuing Education*. New York: Pergamon Press, 1969.

Johnstone, John S. C., et. al. *Volunteers for Learning: A Study of the Educational Pursuits of American Adults*. Chicago: Aldine Publishing Company, 1965.

Kallen, Horace Meyer. *Philosophical Issues in Adult Education*. Springfield: Thomas, 1962.

Kemp, Florence B. Noncredit Activities in Institutions of Higher Education (1967-68). Washington: U.S. Center for Educational Statistics, 1970.

Kempfer, Homer. Adult Education. New York: McGraw-Hill, 1955.

Kidd, J. R. How Adults Learn. Revised Edition. New York: Association Press, 1973.

Knowles, Malcolm S. The Adult Education Movement in the United States. New York: Holt, Rinehart, and Winston, 1962.

Knowles, Malcolm S. The Modern Practice of Adult Education. New York: Association Press, 1970.

Knowles, Malcolm S. The Adult Learner: A Neglected Species. Houston: Gulf Publishing Company, 1973.

Knowles, Malcolm S. (ed.). Handbook of Adult Education in the U.S. Washington D.C.: Adult Education Association 1960.

Landon, Harry F. The North Country. Indianopolis: Historical Publishing Co., 1932.

Learning Theory and Classroom Practice in Adult Education. Report on a Conference on Instruction, Syracuse University's Sagamore Conference Center, May 1956, University College, Syracuse University.

Lee, Robert Ellis. Continuing Education for Adults Through the American Public Library. Chicago: American Library Association, 1966.

Lineright, Alexander A. Strategies of Leadership in Conducting Adult Education Programs. New York: Harper, 1959.

Lindeman, Edward C. The Meaning of Adult Education. Montreal: Harvest House, 1961.

Lindgrand, Paul. An Introduction to Lifelong Education. Paris: UNESCO, 1970.

Miller, Harry L. Teaching and Learning in Adult Education. New York: Macmillan, 1964.

National Advisory Council on Extension and Continuing Education. Equity of Access. Washington, D.C., 1975.

New York (State) University, Continuing Education and Public Responsibility. Albany, 1960.

New York State Department of Commerce. Profile of People, Jobs and Housing in New York State, Business Fact Book, Part 2, 1974 Edition.

Pitchell, Robert E. Financing Part-Time Students, The New Majority in Post-Secondary Education. Washington, D.C., 1974.

Thompson and Jennings. Manufacturing in the St. Lawrence Region. Syracuse University Press, 1958.

United States Bureau of the Census. N.Y. State 1970 General Social and Economic Characteristics.

United States Bureau of the Census. United States Census of Housing: 1970.

U.S. Department of Health, Education, and Welfare. Perspectives of Adult Education in the United States and a Projection for the Future. Washington, D.C., 1972.

Vermilye, Dyckman W. (ed.). Life-Long Learners-A New Clientele for Higher Education, San Francisco: Jossey-Bass, Inc., 1974.

Verner, Coolie, and Booth, Alan. Adult Education. Washington: Center for Applied Research in Education, 1964.

Watson, Goodwin B. No Room at the Bottom. Washington: National Education Association, 1963.

Supported By A Grant Under The
HIGHER EDUCATION ACT OF 1965, TITLE I
COMMUNITY SERVICES IN CONTINUING EDUCATION

Administered By The
NEW YORK STATE EDUCATION DEPARTMENT

FRANK E. HOBSON
STATE ADMINISTRATOR

ROBERT E. WILLIAMS
ASSOCIATE STATE ADMINISTRATOR

END
ERIC